

HOW TO USE THE SAFETY EDUCATION PROCEDURES MANUAL

This manual was created to better acquaint you with the Wisconsin Department of Natural Resources Safety Education Programs. Divided into three chapters, the manual is designed to grow and change as our Safety Education Programs evolve. Chapter 1 contains policies, procedures, standards, and guidelines for use by instructors in all safety education programs; Chapter 2 contains information specific to each individual safety education program; and Chapter 3 is where you will find resource materials to help make you a better instructor. Add your materials you pick up at workshops to the manual.

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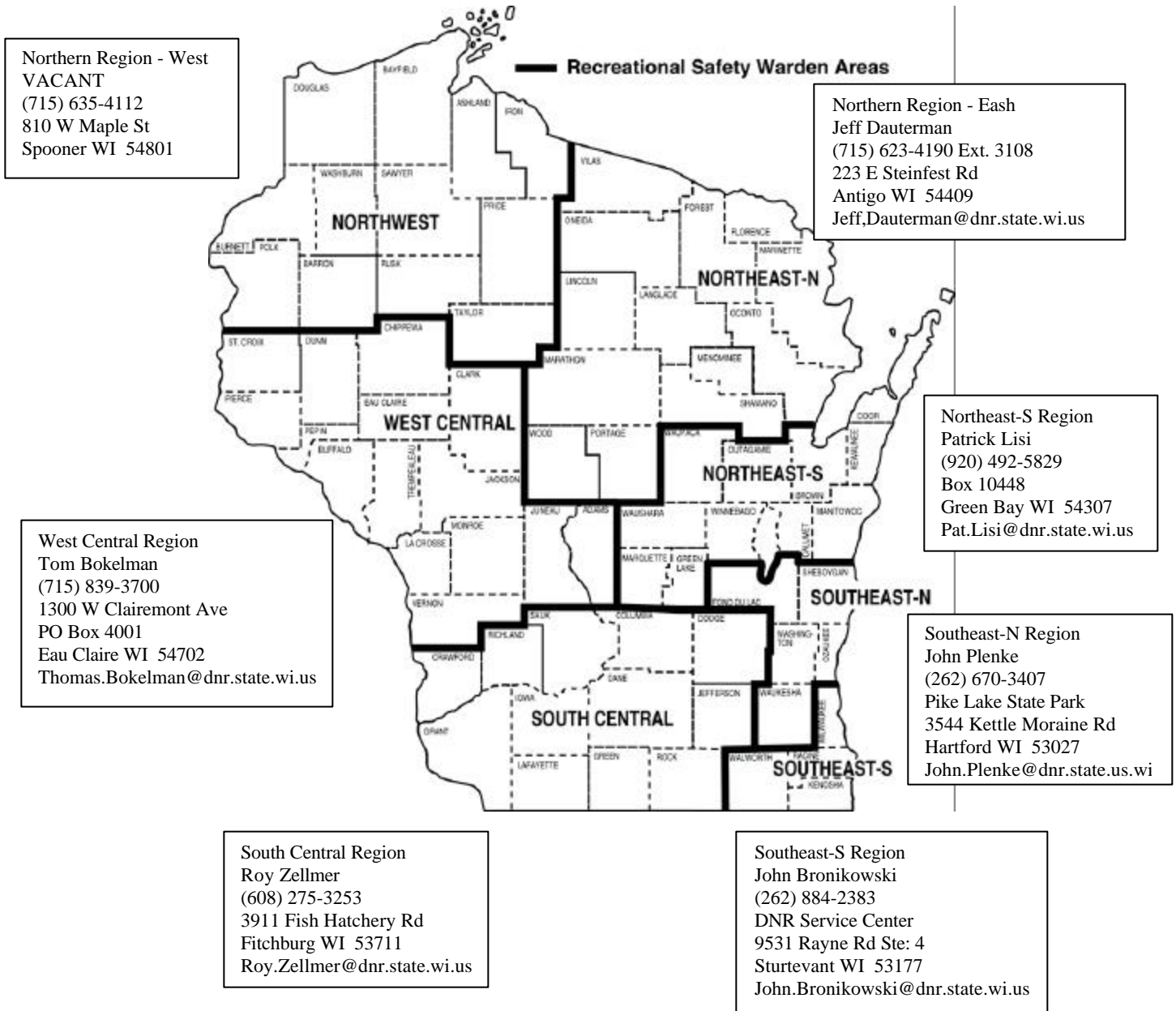
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CHAPTER 1

THE WISCONSIN SAFETY EDUCATION PROGRAM

The Wisconsin Department of Natural Resources Bureau of Law Enforcement is responsible for the administration of the Hunter, Bow Hunter, Boating, ATV and Snowmobile education classes given throughout the State of Wisconsin. To accomplish these responsibilities the Law Enforcement Bureau must:

1. Recruit and train qualified volunteer instructors,
2. Evaluate the quality of the education programs statewide,
3. Hold workshops for the volunteers for the purpose of coordinating their activities and updating instructors on new policies, activities, and general information,
4. Be responsible for securing available instructional supplies for instructors,
5. Maintain current files on all volunteer instructors, and
6. Maintain records on all classes held and students trained.
7. Develop an active feedback system to allow greater instructor input to course needs and content.

Responsibilities for these programs belong to the Director Recreation Enforcement and Education Section, the individual program administrators, the Recreational Safety Wardens, and your local Conservation Warden. The DNR relies heavily on its volunteer instructors, without whom there would be no programs. Thank you for your dedicated involvement and valuable assistance.

I. OBJECTIVES OF THE SAFETY EDUCATION PROGRAMS

It is the goal of the DNR to provide quality instruction for each safety program. Although the primary purpose is to teach and train beginners to be safe and knowledgeable in these various forms of recreation, everyone is encouraged to attend. The Department strives to:

1. Provide reasonable opportunity for every interested person to attend a quality course.
2. Provide essential resource materials to aid in the successful teaching of these various programs.
3. Educate the public on how to be safe, knowledgeable, and ethically responsible in their recreational pursuits.

Through the use of certified Volunteer Instructors, classes are offered statewide to the public for each safety education program. Records and statistics are gathered and maintained from classes for use in state and federal reporting, evaluation of course content, and issuance of replacement certification cards.

II. ROLES AND RESPONSIBILITIES OF THE WISCONSIN DEPARTMENT OF NATURAL RESOURCES AND DNR STAFF

A. The Wisconsin Department of Natural Resources will:

1. Provide new instructors with training and materials for the safety education programs they instruct.
2. Provide materials for distribution to students.
3. Provide videos and other training aids on a first-come first-served basis.
4. Promote and support the safety education programs and the volunteer instructors involved in the programs via the media and personal contacts.
5. Keep volunteer instructors informed of developments and activities in the program through newsletters, training workshops, and personal contacts.
6. Assist in locating classroom facilities for conducting safety courses when necessary.
7. Monitor and evaluate instructor performance in order to provide a high standard of instruction.
8. Allow instructors an opportunity to provide input concerning improvements for safety education programs.
9. Recognize and commend outstanding service of volunteer instructors.
10. Review and develop new training materials for use in the programs.

See the map on page V for the location of your Regional Recreational Safety Warden who is there to help you with your safety education class needs and answer any questions you may have.

- B. **Warden attendance:** Instructors are expected to contact the Conservation Warden in their area to arrange a time for their appearance in the class. The purpose of the warden attending every course is to present current regulations, have an opportunity to meet students, and give students a chance to ask questions. It gives the student a chance to have a positive encounter with a warden and encourages the student to contact the warden in the future with questions or concerns.

It is a requirement for wardens to attend all classes in their administrative areas. Please give them ample opportunity to attend by notifying them early of your class dates and locations so they can schedule to appear.

III. INSTRUCTOR RECRUITMENT, CERTIFICATION AND REQUIREMENTS

Certified volunteer instructors are those persons whose main responsibility is to teach safety education classes. Instructors also assist in the recruitment and training of new instructors through sponsorship of apprentice instructors.

A. Instructor Certification

Only DNR certified instructors are qualified to conduct courses of instruction in which Wisconsin Safety Education Certificates are issued. To be eligible for certification, applicants must:

1. Be at least 18 years old,
- 2.* Be experienced in the safety education program in which they wish to teach,
- 3.* Be a graduate of the student course in the specific program for which they wish to be an instructor,
4. Pass a complete background investigation per NR 19.30, Wis. Adm. Code.

* Exceptions: Regional Recreational Safety Wardens may waive these requirements in special situations. However, every person certified as an instructor must obtain a student certification as soon as possible. This may be accomplished by placing their name on the student roster of the first course they teach, paying the required student fee, and completing the final exams. Every person certified as an instructor must obtain a student certification by taking the student course.

Instructor candidates can be appointed in either of two ways:

1. The applicant must serve an apprenticeship sponsored by a certified instructor. A person certified under this apprenticeship program must:
 - a. Assist with teaching two complete courses.
 - b. Be recommended by the sponsoring certified instructor conducting the course. (Sponsoring instructors are responsible for recommending only those applicants who they feel are qualified to organize and teach a safety class.)
 - c. The applicant must complete and sign the Safety Course Instructor Certification Application (Form 8500-67) and have it signed by the sponsoring instructor.
 - d. The sponsoring instructor must complete and sign the Apprentice Instructor Record Form (Form 8500-106) and the Instructor Application (Form 8500-67).
2. The applicant must complete the Safety Course Instructor Certification Application (Form 8500-67) and the instructor certification program requirements as directed by the Program Administrator or Recreational Safety Warden.

In either of the above cases, the applicant must pass a complete background investigation conducted by the DNR per NR 19.30, Wis. Adm. Code, and the applicant must be approved by the Recreational Safety Warden and the local Conservation Warden.

NR 19.30 Criminal history checks; volunteer safety instructors. Whenever application is made to the department by a person interested in becoming certified to instruct as a volunteer all-terrain vehicle, boating, bowhunter, hunter education or snowmobile safety instructor, the Bureau of Law Enforcement shall conduct a criminal history, character and background check on the applicant.

B. Instructor Duties & Responsibilities

Instructors are required to:

1. Know the subject being taught and be properly prepared for class.
2. Conduct classes in the manner prescribed in the instructor's manual furnished by the Department. If there is any conflict between the instructor's own philosophy and that found in the manual, the instructor will support the philosophy in the manual.
3. Teach the safety course as outlined in the lesson plans **provided**, assuring that no portion of the course is omitted.
4. Maintain order and discipline in the classroom and during field activities.
5. Pre-register each safety course by submitting the "Safety Course Registration Form" (Form 8500-130) six weeks in advance of the course.
6. Have students complete personal information section of student registration cards and obtain parent's/guardians signature if student is under 18 years of age. (Have students print this information. Information must be neat and legible.)
7. Collect student fees where applicable, and complete the class roster.
8. Evaluate and grade each student.
9. Complete instructor section of each Student Safety Course Registration Card. Indicate final exam grade, field test score (if applicable), and pass or fail for each student. Document, in writing, reasons for not certifying any student.
10. Issue temporary certificates and student emblems to those students being certified.
11. Stress to those students who have not reached the age of 12 that they may not use their **certificate in Wisconsin** until they turn 12.
12. Mail fees, class roster, and student registration cards to the Bureau of Law Enforcement Recreational Safety Section in Madison within 7 days of course completion.
13. Return all borrowed equipment and materials to the Department immediately after use.
14. Keep updated and qualified as a certified instructor by participating in classes and attending instructor training workshops.
15. Make suggestions on how to improve the Safety Education programs.
16. Support the goals of the Wisconsin DNR and the Safety Education Programs.
17. Notify the DNR Bureau of Law Enforcement or your Recreational Safety Warden of any change of address as soon as possible to keep records current.

C. Instructor Code of Conduct

All instructors are expected to conduct themselves in a professional manner. The following code of conduct shall be followed by all certified and apprentice instructors. Failure to comply with any of the following may result in dismissal.

1. The use of alcoholic beverages of any kind before or during class is prohibited and inconsistent with the purpose of the recreational safety programs. Any complaints about an instructor using alcohol before or during class will result in an investigation by DNR personnel and may conclude with immediate and permanent revocation of the instructor's certification.
2. Use appropriate language in the classroom or field course. No profanity, abusive or foul language shall be used.
3. Wear neat and clean clothing. Wearing the instructor emblem while teaching effectively symbolizes the instructor's authority to conduct classes and maintain discipline. No clothing or hats which contain words or images that may be reasonably considered offensive or inappropriate to any gender, nationality or belief shall be worn.
4. Maintain a professional attitude and a professional relationship between other instructors and department personnel. Do not engage in open criticism of other instructors or department personnel or heated disagreements between instructors in front of class.
5. Eating or smoking is not appropriate for instructors during periods of instruction. Save these for

break time. For the comfort and consideration of others, smoking will not be permitted by anyone during the class.

6. Personal violations of written or unwritten laws, or ethics governing the subject being taught, shall not be discussed in the classroom.
7. All instructors shall comply with the policies, guidelines, and codes governing the safety education programs. Any mishandling of fiscal responsibilities will be investigated and may result in dismissal.
8. Think and demonstrate safety and responsibility at all times. Act as a role-model of safe, responsible, ethical, law-abiding behavior to your students and your community.
9. Politically motivated literature from private organizations will not be distributed by instructors as instructional materials. Classroom lobbying activity on behalf of political causes or organizations is forbidden.
10. Accept evaluation by other instructors, **department staff**, and students as constructive.
11. Complete cooperation with the program administrators, Regional Recreational Safety Wardens and local Conservation Wardens is essential and required at all times.
12. A conviction for a violation of any natural resources laws or other criminal offense may result in the revocation of the instructor's certification.

D. Instructor Benefits

1. Personal satisfaction: As the name "volunteer" would imply, the compensation for instructors is in the satisfaction of knowing that what you are doing is important, that your contribution may save lives and positively influence the attitudes and actions of those who share or will share the out-of-doors with you. There should be no monetary benefit.
2. Tax deduction: Instructors may be eligible to deduct certain expenses incurred from their taxable income for federal income tax purposes. Federal Publication No. 526 entitled "Charitable Contributions" states you may deduct a contribution made to a "state, a U.S. possession, a political subdivision of a state or possession, the United States or the District of Columbia, if the contribution is made exclusively for public purposes." Federal Publication No. 17 also deals with volunteer contributions. You may deduct "out-of-pocket" expenses that you make in giving services without pay to a charitable organization. These include amounts you pay for transportation from your home to the place where you serve and return. "Reasonable payments for necessary meals and lodging while you are away from home overnight rendering donated services to a qualified organization are deductible. However, the value of your time and services is not deductible."

E. Insurance/Certificate of Protection

Department of Administration has issued a Certificate of Protection for all certified instructors that will provide property and liability coverage for you when you are instructing a DNR Boat, Snowmobile, ATV, Hunt or Bow Hunter course. This will provide you with multi-million dollar coverage. If you use boats or snowmobiles etc from dealers, this would be covered under the liability part of the insurance.

Please see next page for a copy of the letter from Department of Administration. If you have any questions, please contact your Recreational Safety Warden for general questions and our Bureau of Administration and Field Service for detailed questions about the coverage. The Bureau of Administration and Field Services phone number is (608) 266-6964.

F. Incident/Accident Reporting

Immediately report all incidents/accidents occurring during a safety education course which result in bodily injury or property damage. Notice must be given to the local Conservation Warden and/or the Recreational Safety Warden. A written report explaining the details of the incident must be submitted within five (5) days after the incident.

G. Revocation of Instructor Certification

On rare occasions it becomes necessary to revoke the certification of an instructor. These situations are taken seriously, and every piece of information is reviewed with the utmost sensitivity for the individual(s) involved. The integrity of our programs and that of the volunteer instructor corps necessitates being firm, fair, and consistent when it comes to these issues. We cannot afford to have individuals that demonstrate actions contrary to the Instructor Code of Conduct or the goals of the Safety Education Programs. The Department will look at all possible measures to clear up less serious violations. When it comes to revocations, however, these are permanent. Revocations are for serious violations of law or Department policy. Volunteer Instructors are appointed and serve at the discretion of the Department. A revocation in any safety education program means a revocation in all safety education programs; Hunter, Bowhunter, Boating, Snowmobile, or ATV. All revocation and suspension letters will be sent certified mail.

H. Complaints About Instructors

It is the **POLICY** of the Department to provide quality instruction for the benefit of the people of the state

and its visitors. The highest level of integrity must be maintained by the Department to ensure public confidence, trust, and support. Further, it is the POLICY of the Department to investigate complaints concerning violations of professional standards or misconduct; take appropriate action when warranted; and provide timely conclusions regarding those allegations.

Resolution will be reached at the lowest administrative level possible.

Corrective and/or Termination Action Procedures

Individual Program Administrators have full authority to immediately stop any Instructor from conducting classes if deemed by the Department such measure is necessary for our students' safety and well being and that of other instructors and the public. The Department believes such prompt action is in the best interest of the people of the State. Affected Instructors will be notified in writing of their suspension.

Corrective Actions

Most performance problems are minor in nature. If complaints against Instructor conduct are determined to be true and accurate, the Instructor will be notified by a Department representative. Specific details of the identified problem will be discussed, and a plan developed to correct future occurrences. The solution will involve two-way communication between the Instructor and appropriate Department representative. Specific performance goals will be identified in writing, with a time allotted to make corrections. At the end of the time period, the Instructor and appropriate Department employee will meet to discuss progress. If necessary adjustments are made by the Instructor to the satisfaction of the Department, the Instructor will be permitted to return to their regular schedule of classes

Termination/Revocation Actions

If corrective actions are not effective, the Department will consider termination/revocation of instructor certification.

IV. THE STUDENT

A. Program Compliance Requirements

Everyone is welcome to participate in safety education classes regardless of age, race, religion or disability. Refer to each individual program section for guidance on age requirements for certification. The following guidelines are applicable to all sectors of the Wisconsin Safety Education Program because the Department receives federal financial assistance. When any state agency receives such assistance, all programs of that agency must be in compliance with the covered acts regardless of the funding source for the individual programs.

1. Title VI of the Civil Rights Act of 1964 provides that no person shall be subjected to discrimination, or denied the benefits of or participation in any program or activity receiving federal financial assistance based on race, color or national origin.
2. The Age Discrimination Act prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.
3. Title IX of the Education Amendments of 1972, provides that no person shall, on the basis of sex, be excluded from participation in, or denied the benefits of, any education program receiving federal financial assistance.
4. Section 504 of the Rehabilitation Act of 1973 provides that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be discriminated against in any program or activity receiving federal financial assistance.

This program compliance requirement is important for instructors to understand. Compliance with Section 504 requires instructors to be (1) aware of and (2) sensitive to the special needs of "handicapped students" that may enroll in your class. For the purposes of Section 504, a "handicapped person" is anyone who has a physical, mental or sensory impairment which substantially limits one or more major life activities.

Instructor Tips for Program Compliance

Following are some specific tips to help instructors become aware of and adequately accommodate students with disabilities.

1. An instructor shall make notification when advertising a class that if anyone needs special accommodations they should contact the instructor at least two weeks in advance of the course. The Department and instructors will reasonably attempt to accommodate any student with special needs. If the student does not give the instructor the two week advance notice, the Department and the instructor are not obligated to provide special accommodations. The instructor should make an attempt to fulfill any accommodation they can offer in that 2 week time period. The following announcement must be included in all safety education course announcements:

STUDENTS WITH SPECIAL NEEDS MUST CONTACT THE INSTRUCTOR AT LEAST TWO WEEKS IN ADVANCE OF THE COURSE TO REQUEST SPECIAL ACCOMMODATIONS.

2. If a hearing impaired student requests an interpreter, the Department will either provide an interpreter or will pay for the student's interpreter at the Department's discretion. If the Department provides an interpreter it shall be a licensed interpreter. If the student has special needs that a normal licensed interpreter cannot handle, the Department will pay for the student's interpreter that has these special skills. If a hearing impaired student brings an interpreter to class and the student is paying for the interpreter, the instructor will make

- reasonable accommodations for the interpreter.
3. In all cases where special accommodations are requested the instructor should notify the Regional Recreational Safety Warden for guidance and assistance. It is the Department's goal to also accommodate all requests that do not meet the two week advance notice criteria if possible.
 4. Review the facilities where you are conducting your classes. Are your classes held on the second floor in a two-story building? If so, is the second floor wheelchair accessible? Are desks, tables, and chairs spaced far enough apart to allow individuals using wheelchairs to pass through? Are there handicapped only stalls for parking? Are your range and/or field day activities accessible to disabled persons? Are restrooms accessible?

B. Parental Consent

Each student under the age of 18 must obtain the signature of their parent or guardian in the parental consent portion of the Student Safety Course Registration Card (Form 8500-112). Without the consent signature, it is not a valid registration and the student will not be permitted to attend classes or field activities.

C. Student Discipline

Students are responsible for their individual behavior and for the consequences of any misbehavior. Do not tolerate horseplay in the classroom or in the field. Instructors will not use physical discipline under any circumstances.

1. Class rules should be explained at the first class.
2. Any student who is insubordinate should have the class rules re-explained.
3. Students should be expelled from the course prior to the final examination if they continue to disobey the rules.
4. When a student is expelled for disciplinary reasons the instructor must document in writing the reasons why and the events that led up to the dismissal and parents/guardian should be notified before the next class or as soon as possible. (If students cheat during the tests or are disruptive they should be expelled.)
5. Students who are expelled or fail **the course** for any reason will not be refunded the cost of the course.

D. Student Attendance

Students must attend all classes (any excuses are at the discretion of the instructor) and successfully complete all examinations and evaluations. Previous experience or training cannot be substituted for attendance at the course.

E. Student Evaluation and Examination

1. Student materials have review questions for each chapter which should be completed by each student either during class or as a homework assignment.
2. Instructors should review and discuss each chapter review in each class to evaluate individual student progress and identify students that may need additional assistance.
3. Students experiencing difficulty in grasping program concepts or problems should be counseled with their parent or guardian.

4. Students must pass a comprehensive written* examination with a score of **75% or better**. (Students in a Hunter Education Course must also pass a field test specific to that program. See the individual program section.)

*Instructors may, at their option, give the written examination verbally to any student that has a difficult time understanding or reading the exam.

F. Student Certification Cards

1. Instructors will issue each student a temporary certificate upon successful completion at the last class.
2. Inform students they will receive their permanent certificate by mail from Madison in eight to ten weeks after the DNR received the completed class roster.
3. Tell the students these certifications are lifetime documents and many states and provinces require proof of certification from people of all ages in order to participate in recreational activities.
4. Tell students that the certificate is not valid until the student reaches 12 years of age.
5. Inform students that if they need to replace a lost or destroyed certification card they should contact the DNR office in their area for a duplicate. A fee may be imposed.

V. THE SAFETY EDUCATION CLASS

GENERAL INFORMATION

A. Where To Conduct Your Course

Many safety education courses are sponsored by and held at local organizations (i.e., sportsmen's clubs, law enforcement agencies, dealerships, community centers, town halls, schools, DNR offices, governmental buildings, national guard facilities, civic organizations, etc.). Sponsors are often helpful in providing classroom facilities and field training areas in addition to teaching assistance. It is not recommended that courses not be held in private homes or at locations where alcohol is being served. See Chapter 1, Section IV.A., for tips on handicapped-accessible facilities.

B. Classroom Facilities

The classroom should be well lighted and ventilated, have comfortable seats, desks, or tables. Try to select a classroom free from distractions, external noises and interruptions. Check the room from your students point of view and help make your instruction a more meaningful experience by providing a quality learning environment.

C. Size of Class/Team Teaching

You may limit the size of your class due to space limitations or in order to keep the number of students within your capabilities to run a quality class. Many safety education instructors prefer to teach as part of a team. Team teaching is encouraged as it helps assure program quality and continuity. Instructor teams can teach larger groups of students when necessary, however we encourage classes of not more than 10-15 students per instructor. Classes should be divided into smaller groups for field training and exercises to improve control and safety. No formal classes may be scheduled for less than five (5) students unless prior approval is given by your local Recreational Safety Warden.

Instructors may have guest speakers and apprentice instructors help teach certain parts of the course as long as a certified instructor is present at all times. We encourage you to get expert help in subjects you do not feel fully qualified to teach. Be sure these assistants understand the material you want covered and the time they have to cover it. Do not hesitate to keep them on track.

You may also want to encourage these guest speakers to become certified instructors. Guest speakers should not be listed as instructors on the student roster forms unless they are certified volunteer instructors.

D. Protecting Yourself from Sexual Harassment Charges

The following are guidelines to aid instructors to facilitate a proactive position with regards to child abuse and sexual harassment or misconduct:

* **Two Deep Instruction** - Two certified instructors or one instructor and a parent of a participant, of whom must be 21 years of age or older are suggested, though not required, for all classes and appropriate outings.

* **No One-On-One Contact** - One-on-One contact between adults and youth participants is not permitted. In situations that require personal conferences such as test reviews and evaluations, the meeting is to be conducted in view of other adults and youth. Never meet alone with a youth participant before or after a class, unless accompanied by a parent or another adult.

* **Understand Appropriate Physical Contact** - There are times when physical contact is both necessary and appropriate, such as assisting a student in assuming proper shooting positions. Such coaching should be done in the full view of other participants and adults. It is also best to tell the student you are assisting that you are going to "...put your arm around their shoulder so you can help them hold the rifle."

* **Respect of Privacy** - Instructors must respect the privacy of youth members. Arrangements for separate restroom facilities should be made for members of the opposite sex.

* **Appropriate Discipline** - Discipline used in safety education courses should be constructive and reflect the values of the Wisconsin DNR. While physical intervention may be necessary in situations where participant safety is concerned, corporal punishment is never permitted.

Incidents of sexual harassment and allegations of sexual misconduct with members of the opposite sex or same sex are also on the increase in North America. As with child abuse, such behavior will not be tolerated within the DNR Safety Education Programs. Essentially, the guidelines outlined above apply as preventative measures for sexual harassment and misconduct as well. Some adaptation may be necessary. For example, in the case of an all-adult audience, the "two deep" requirement may be amended to read, "Always teach in a group setting."

Reporting Offenders or Incidents - All incidents of either child abuse or sexual harassment or misconduct must be reported to the department as soon as possible by notifying the local conservation warden or Recreational Safety Warden. Identification of the parties involved is required. The Wisconsin Safety Education Programs will not tolerate any form of child abuse, sexual harassment or misconduct and will take all necessary steps to remove any offenders from the classroom or instructor corps.

Remember, adherence to these policies not only enhances the protection of students, but it also protects you as an instructor or professional staff from situations in which vulnerability for allegations of abuse and harassment exists.

E. Required Course Length

Each safety education course has a minimum number of hours, which is outlined in that program's individual section of this manual. If instructors wish to spend more than the minimum number of hours conducting the course or provide additional hands-on exercises, it is commendable service to the students and the Department and is encouraged.

Whether your class is the minimum number of hours or more, each Wisconsin DNR Safety Education Course requires that the number of course hours be broken down into two or more separate sessions on separate days. Two (2) or three (3) hour sessions are recommended with breaks every 50 minutes. The average person loses interest and cannot pay attention if sessions last longer than 50 minutes. **No one-day Wisconsin DNR courses will be allowed.**

F. Materials

The Wisconsin DNR provides the basic instructional curriculum and materials for all safety courses. Additional instructional aids such as videos are provided upon request if available.

Additional instructional aids may be available. Contact your Recreational Safety Warden to find out which instructional aids are available in your area.

Unused supplies may be retained for your next course or turned over to your Recreational Safety Warden.

G. How to Publicize Your Class

Posters to advertise your class are provided with class materials and should be displayed whenever possible to assist in public notification. Sample news releases that can be distributed to all local newspapers, radio stations and television stations are contained in each individual program section of this manual. Notify schools, local dealerships, recreational vehicle dealerships, sporting goods shops, sportsman's clubs.

ORGANIZING A SAFETY EDUCATION CLASS

A. Prior to Course -- Eight Weeks or Earlier

1. Secure a suitable classroom location.
2. Set the dates and times for the class.
3. Organize instructor team members.
4. Select one main instructor to coordinate course with Bureau of Law Enforcement.

B. Prior to Course -- Six Weeks or Earlier

1. Register the course with the Bureau of Law Enforcement by mailing a Safety Course Registration Card (Form 8500-130). The registration form also serves as a request for supplies and activates insurance. Order as many student packets as you anticipate students to attend.
2. Order videos, or other training aids.
3. Notify your local Conservation Warden of course dates, location, etc. and arrange for his/her attendance.

C. Prior to Course -- Four Weeks

1. Publicize your class. Advance publicity should be arranged prior to the class by contacting local newspapers, radio and TV stations, etc. Advertising posters should also be used.
2. Study and review lesson plans. Meet with instructor team members to organize and coordinate course assignments, schedule course activities.

D. Class Orientation Meeting (May be combined with first class)

1. Introduce all instructors. Provide details on dates, times, and locations of all classes. Issue and fill out Student Safety Course Registration Cards (Form 8500-112).
2. Explain purpose and content of the course.
3. Issue student handbooks and materials.
4. Explain student attendance, student behavior, safety rules and student responsibilities for successful course completion.
5. Explain parents' responsibilities: student attendance, student behavior, safety rules study assignments, practice at home, discuss materials, and observe and correct any unsafe or improper actions.

E. First Class

1. Collect Student Safety Course Registration Cards and fees. Sign and issue receipts (3rd part of the Student Safety Course Registration Card, Form 8500-112B). A parent or guardian must have signed each student's parental consent portion of the Student Safety Course Registration Card. Without the consent signature, it would be an improper registration and students under 18 should not be permitted to attend classes.
2. Complete Safety Course Roster and Remittance (Form 8500-65) for Snow, ATV, and Boating Safety Classes and Form 8500-149 for Hunter and Bowhunter Safety Classes.

F. All Classes

1. Record student attendance on back of first copy of Student Registration (Form 8500-112).
2. Evaluate each student for knowledge, skills and abilities.
3. Observe each students participation, and progress with chapter review questions.

G. Last Class

1. Administer student tests. (See separate program details.)
2. Grade and review each exam.
3. Collect all test answer sheets. Do not permit students to retain them.
4. Check "Yes" or "No" and sign and date the front of the Student Safety Course Registration Card.
5. Issue temporary certificates (2nd part of Student Safety Course Registration Card, Form 8500-112A) and graduate patches to successful students and inform them that they will receive their permanent certificates by mail in 8 to 12 weeks. Stress the importance of retaining and protecting their permanent certificate. Some programs require adults to have a safety certificate and others that do not require one at this time may require one in the future so it is wise to retain and protect their certificate. Stress to those graduates under 12 that their certificate is not valid until they turn 12 years old.
6. Inform students that duplicate certificates may be obtained at their respective DNR service center if their certificate is lost or destroyed. They will be required to complete a Duplicate Safety Course Certificate Application (Form 8500-81) and possibly pay a fee.
7. Explain what licenses, permits, privileges are included, if any, in the certificate.

H. Immediately After Last Class

1. Complete the back of each Student Safety Course Registration Card indicating the final exam grade, the field test score (if applicable), subjects of any optional sessions, and reason for failure for any students not being certified.
2. Mail completed Student Safety Course Registration Cards (Form 8500-112), completed Safety Course Roster and Remittance (Form 8500-65 for Snow, ATV, & Boating) (Form 8500-149 for Hunter and Bowhunter), and a check or money order for the student fee*, if applicable, to the Bureau of Law Enforcement in Madison, in the envelope provided with the class supplies. Make sure all documents are complete and legible. Do not send in incomplete student cards or class rosters. Student cards for those who fail should also be sent in, and students names should be listed on the roster with "failed" written by their name. This will help prevent issuance of certificate to failed students.
3. For students who pass the class submit the original (top copy) of the Student Safety Course Registration Card (Form 8500-112). For students who fail, submit both the original (Form 8500-112, top copy) and part 2 (Form 8500-112A, second copy).

* Students who fail, drop out of the course or are expelled may not receive a refund of the course fee.

VI FORMS

The safety education program has been standardized so that all types of courses are required to submit the same forms for class preparation and class documentation. Instructions for each of the forms referenced throughout this manual are outlined below.

A. Safety Course Registration Card (Form 8500-130)

All upcoming safety education courses are required to be registered with the DNR by submitting a Safety Course Registration Card {8500-130} at least six weeks prior to the start of the course. This form will be used to:

- * Order your student supplies
- * Inform students of upcoming classes via the WEB and DNR database
- * Activate insurance coverage for the class
- * Assign the class a unique "Course ID Number"

On the bottom of the page you will find a sample copy of the **Safety Course Registration Card**. You will notice on the sample there are numbers ranging from 1-13. The numbered items below correspond with the sections of the form. Be sure to type or print all information. The Safety Course Registration Card is a 4-ply form. Please submit all 4 copies. Make a copy of completed form for your records, if you prefer, before mailing

1. Check one box to indicate the appropriate safety course being taught.
2. Location of the course, street address, city, state, and zip code.
3. Check the appropriate box(es) to indicate the day(s) of the week when the course will be held. Fill in the beginning date and time, as well as the ending date.
4. Enter the county that the class will be HELD in.
5. Fill in your correct instructor certification number.
6. Fill in your complete name.
7. If the class supplies should be shipped to a location other than the home address of the instructor listed in #6, fill in the name of the location and address. UPS will not deliver to a P.O. Box.
8. If there has been a change of address for the instructor listed in #6, fill in the new address here.
9. Indicate the number of student packets you anticipate needing.
10. Fill in the telephone number interested students should call to enroll.
11. Instructor signature.
12. Indicate date the **Safety Course Registration Card** is mailed.
13. Indicate any special circumstances or directions, or needs for specific additional supplies

1 SAFETY COURSE REGISTRATION CARD FOR (Please √ One)		Mail copies to: Bureau of Law Enforcement Safety Programs Department of Natural Resources P.O. Box 7201 Madison, WI 53707-7921	
<input type="checkbox"/> Boating <input type="checkbox"/> Snowmobile <input type="checkbox"/> All-Terrain Vehicle <input type="checkbox"/> Hunter Ed. Basic <input type="checkbox"/> Hunter Ed. Advanced <input type="checkbox"/> Bowhunter		Course ID No. _____	
Form 8500-130 Rev. 4-97 Personally identifiable information on this form is not intended to be used for any other purpose.			
Name of Meeting Place 2		County of Course 4	Instructor Number 5
Street or Route		Instructor Name 6	
City, State, Zip Code		All supplies will be shipped to Instructor's home address unless specified differently below:	
Classes will be held each <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> S 3		7	
Beginning on _____ at _____ <input type="checkbox"/> a.m. <input type="checkbox"/> p.m. Mo. Day Yr. Time		Please indicate any recent change of address for Instructor: 8	
Ending on _____ Mo. Day Yr.		Number of Student Packets Needed 9	Contact Telephone Number 10
Other 13		Signature of Instructor 11 Date Mailed 12	
Please Note: Supplies will be mailed to the instructor from Madison. Allow two (2) weeks for delivery.			

B. DNR Video Order Form (Form 8500-78)

The Department of Natural Resources provides videos, and transparencies to be used in your safety education courses. The **DNR Video Order Form (Form 8500-78)** should be submitted at least six weeks prior to the start of the course. This form will be used to:

- * Reserve a copy of the requested item for the dates required if available.
- * Mail the requested item to the instructor in time for the class

Below is a sample copy of the order form. The order form has been numbered 1-9. The numbered items below correspond with the sections of the form. Be sure to type or print all information. A list of the videos that are available is provided on the back of each video order form (see sample list below).

1. Fill in name, address, city/state/zip, and area code/telephone number of the instructor requesting the video. The requested item will be shipped UPS to this address. Address must be a street address, or UPS can not deliver to a P.O. Box. Be sure to include your phone number so that you can be notified if there are any problems with your order.
2. Do not fill in. For DNR office use only.
3. Do not fill in. For DNR office use only.
4. Enter your correct instructor number.
5. Do not fill in. For DNR office use only.
6. Do not fill in. For DNR office use only.
7. Indicate the date{s} you will be using the materials.
8. Indicate the titles of the items you are requesting.
9. Do not fill in. For DNR office use only.

The earlier your order is in, the better chance you have of getting the materials you want. Please remember to send the materials back immediately after use as other instructors may be waiting to use them.

[illegible]

C. Student Safety Course Registration Card (Form 8500-112)

Each student participating in a safety course must fill out a **Student Safety Course Registration Card**. This three-part form will be used to:

- * Issue part 3 to student as a receipt upon payment of course fees when applicable.
- * Issue part 2 to serve as a temporary certificate upon successful completion of course.
- * Send part 1 (original) to DNR to:
 - issue each student's permanent safety education certificate upon successful completion of course.
 - Track names of each student in the course and whether they passed or failed.
 - Track the number of students certified each year in each safety education program.

On the next page is a sample copy of the front and the back of the form. The form has been numbered 1-13. The numbered items below correspond with the sections of the form. At the start of the course, have each student complete numbers 1-7, below. Upon receipt of course fees, issue the student part 3 which serves as a receipt for payment if applicable.

Upon successful completion of the course, the instructor completes #8 - 13 below, and issues each student part 2 of the form, which serves as their temporary certificate. Mail the top copy of the form along with the class roster upon completion of the course within 7 days. For any student who did not pass, submit both the top copy and copy 2 (the temporary certificate).

Be sure to ask students to print all information neatly.

Student Fills In:

1. Check one box to indicate the appropriate safety education course being taught.
2. Fill in the student's complete name (**NO** nicknames), mailing address, city, state, and zip code. (The certificates will be sent to this address.)
3. Check male or female, list student's current age, and complete date of birth (in MM/DD/YY format). The date of birth will appear on the certificate.
4. Fill in student's telephone number with area code.
5. List the student/s county of residence.
6. All students must read the statement of conduct and sign and date the Student Safety Course Registration Card.
7. All students who are minors must have their parent or guardian read the participation statement and sign and date the Student Safety Course Registration Card.

Instructor Fills In:

8. Check "yes" or "no" box indicating whether the student did or did not successfully complete the course. Sign the form, provide your instructor certification number, and the date the course was completed.
9. This section is a checklist which can be used to record attendance and student progress. Enter your comments in numbers 2-8 or simply mark satisfactory or unsatisfactory.
10. Enter the final exam grade.
11. Enter the field test score, if any.
12. If you did NOT certify the student, list the reasons here. (Good documentation is needed to avoid future problems.)
13. List the subjects of any optional sessions you conducted.

STUDENT SAFETY COURSE REGISTRATION CARD FOR:

Please check (✓) one

BOATING ☐ SNOWMOBILE ☐ ATV ☒ **1**
HUNTER ☐ (Please check (✓) one): BASIC ☐ ADVANCED ☐
BOWHUNTER ☐ OTHER ☐

State of Wisconsin
Department of Natural Resources
Box 7201
Madison, WI 53707-7201
Form 8500-112 Rev. 10-95

(please print legibly)

Temporary Number **T01996**

The Department will not register the student in the selected course unless this card is completed and submitted. Personally identifiable information on this card is not intended to be used for any other purpose.

Student's Use	Name (Last, First, Middle Initial) 2	<input type="checkbox"/> Male 3	Age	Date of Birth (M-D-Y)
	Address	<input type="checkbox"/> Female	Telephone Number (Include Area Code)	
Parent's Use	City, State, Zip Code	() 4		
	I request to attend the Wisconsin safety course checked above. I agree to obey the orders of the instructors and will conduct myself in a respectful manner, using care at all times.	County of Residence 5		
	Signature of Student 6	Date		
	I, the undersigned, being the parent or legal guardian of the above named child, a minor, hereby consent to said minor's participation in the safety course checked above, administered by the State of Wisconsin Dept. of Natural Resources.			
	Signature of Parent 7	Date		

NOTE: No ammunition, firearms, snowmobiles or other equipment shall be brought to classes unless specifically requested by the instructors. All firearms brought under this request shall be in good working condition, unloaded and enclosed within a case and tagged with the student's name.

Student Certified Yes ☐ No ☒
Instructor's Signature **8**
I.D. Number
Date Course Completed

CHECKLIST FOR INSTRUCTOR

The following checklist, if carefully used, will help the instructor rate the student's progress. Enter your comments or simply mark satisfactory or unsatisfactory.

1. Class Attendance Record

Lessons

9
1 _____ 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____
9 _____ 10 _____ 11 _____ 12 _____
13 _____ 14 _____

- Understanding of the purpose of the course.
- General knowledge of equipment.
- Proper handling of firearms or equipment.
- Demonstrated self control and proper attitude.
- Attention to instructions.
- Knowledge of sportsperson's responsibilities.
- Knowledge of basic laws.
- Final Exam Grade **10**
- Field Test Score **11**
- If you did not certify student, list reasons below.

12

12. Subject of optional sessions.

a. **13**
b. _____
c. _____
d. _____

Upon completion of course, this card must be mailed to DNR, Madison, by the instructor.

Mail to: Safety Courses
Department of Natural Resources
Box 7201
Madison, WI 53707-7201

D. Safety Course Roster and Remittance (Form 8500-65; Snow, ATV, Boating) (Form 8500-149; Hunter/Bowhunter)

You will receive this form, along with your student supplies, from the DNR. When you receive this form, it will have a label in the upper right hand corner containing the Course ID Number assigned to the class and other important information. It is very important that this form be used **only** for the class identified on the label. This form will be used to:

- * Enter the course dates, length, number of students, etc. into the computer system.
- * Enter student information into computer system
- * Generate permanent student safety education certificates.
- * Give the instructor(s), and Conservation Warden the proper credit for conducting the course

On the following page you will find a sample of the front and back of the **Safety Course Roster and Remittance**. There are numbers on the sample form ranging from 1-12. The numbered items below correspond with the sections of the form. Be sure to type or print all information. This form, together with student fees when applicable (check or money order) and completed **Student Safety Course Registration Cards**, should be submitted to the address shown on the form.

1. This label contains the course ID #, starting date of the course, number of packets ordered, safety course being taught, and instructor name and number. Please verify that this information is correct and use this form for this course **only**.
2. Check the box for the appropriate safety course being taught.
3. Fill in the class begin and end dates, course length in hours, number of students taught, amount of fees enclosed, if applicable, any course expenses if applicable for hunter and bowhunter classes, and the county where the course was held.
4. This section shows the amount of fees payable to the DNR for each type of safety course, or instructor reimbursement cost if applicable.
5. Fill in the name and certification number of the instructor whose name appeared on the **Safety Course Registration Card**.
6. Fill in complete telephone number.
7. Fill in complete street address, city, state, and zip code.
8. List the names and certification numbers of all instructors who participated in the safety course.
9. Fill in the name of the Conservation Warden who appeared at the class.
10. Fill in the Conservation Warden's instructor certification number.
11. List the name (no nicknames), address, city, state, zip code, and complete birthdate (MM-DD-YY) of each student who participated in the course. Include all students who failed or were expelled from the course.

E. Permanent Student Safety Course Completion Cards

Hunter Education Student Card

Bow Hunter Student Card

Boat Student

ATV Student

Snowmobile Student

F. Duplicate Safety Course Certificate Application (Form 8500-81)

G. Apprentice Instructor Record (Form 8500-106)

H. Safety Course Instructor Certification Application (Form 8500-67)

I. Snowmobile Damage Insurance Coverage for Snowmobile Safety Instructors (Form 9100-101)

State of Wisconsin
Department of Natural Resources
Box 7921
Madison, WI 53707

**SNOWMOBILE & ATV DAMAGE INSURANCE COVERAGE FOR
SNOWMOBILE SAFETY INSTRUCTORS**

To obtain \$250.00 deductible personal property damage protection, please complete and submit this form to:
Department of Natural resources, Snowmobile Safety, Box 7921, Madison, WI 53707 no later than two weeks prior
to your first class. (This form will cover your machine in additional classes throughout the season.) If the
snowmobile listed below is damaged while being used in a registered snowmobile safety course, contact your local
conservation warden and complete a Snowmobile Accident Report Form. Damages exceeding \$250.00 which are
not covered by any other applicable insurance, will be covered by DNR. Please note that personally identifiable
information on this form will be used for no other purpose other than within the Snowmobile Safety Program.

Safety Instructor's Name	Serial Number	
Street or Route	Registration Number	Year
City, State, Zip Code	Make	
Instructor's Number	Model	Snowmobile Value \$

Form 9200-101
Rev. 7/02

CHAPTER 2

INDIVIDUAL PROGRAM SPECIFICATIONS

BOATING SAFETY PROGRAM

A. ADMINISTRATION

The Boating Safety program is administered by the Department of Natural Resources, Bureau of Law Enforcement. The Boating Law Administrator has the main responsibility for program direction and consistency. The program is administered at the local level by the Recreational Safety Warden and Conservation Wardens in each county. Your first contact should you have questions or problems, will be the Conservation Warden in your area, and secondly the Recreational Safety Warden.

B. GOALS AND OBJECTIVES

The boating safety course is designed to promote responsible, ethical, safe and informed boating use. Instruction is designed to instill a sense of responsibility by making the students aware of their actions and the potential consequences of these actions. The course emphasizes the importance of laws and regulations and helps students understand their obligations to the environment, the resources, landowners, other recreational users, their passengers, and themselves.

Course objectives are:

1. To reduce the potential for accidents, injuries and fatalities by teaching safe boat handling practices, rules of the road, equipment requirements and the uniform waterway marking system.
2. To teach students boating laws and regulations and emphasize their importance.
3. To reduce the potential for conflict between different types of boating activities and other types of resource users by providing an awareness of the variety of boating and water related activities statewide and by teaching responsible and ethical behavior.
4. To promote safe, responsible, ethical behavior by developing respect for the environment and the resources.

Individuals who successfully complete a course are not expected to be expert boat operators. They are expected to have a good understanding of the responsibilities and consequences associated with boat operation.

C. COURSE CONTENT AND REQUIREMENTS

At this time a boating safety course completion certificate is not mandatory except for children ages 12-15 who wish to operate a motorboat alone or operate a PWC at anytime. In order to obtain a boating safety certificate, coursework may be completed through formal classroom instruction or, if the student is 16 or older, through a home-study program. In either case, completion of a proctored exam is required.

This manual is designed to aid instructors in conducting the formal Wisconsin Boating Basics classroom course which is based on the Wisconsin Boating Basics Manual. The course and the manual are divided into sections that teach about boats and motors, legal requirements, navigation rules, preparation and trailering, accidents, and special topics. This course is only an introduction to boating and cannot cover all aspects of navigation. Organizations such as the U.S. Power Squadron and Coast Guard Auxiliary provide additional courses in advanced boating education.

Course Length: Minimum 8 hours conducted over a minimum of 2 days. Four two-hour classes are recommended. No one-day state courses will be certified.

Course Fee: \$10.00 per student

Age Restrictions: Anyone is welcome to attend a course but a student must be at least 10 years of age to receive a certificate. Instructors must stress to those students who have not reached the age of 12 that they may not use their certificate and operate alone until they turn 12 years old.

Certification Requirements: Students must attend all portions of the class and score a minimum of 75% on the Wisconsin Boating Safety Progress Evaluation exam.

While the Department encourages all boaters to take a Wisconsin Boating Basics Course, there are home study options available for those 16 and older who cannot attend a course. To become certified through the home study option, a student must score a minimum of 75% on the Wisconsin Boating Safety Proficiency Exam. The Boating Safety Proficiency Exam is a more arduous exam designed to confirm that in the absence of a formal classroom setting, the student has actually studied and understands the boating course materials.

D. MATERIALS

The DNR provides materials and instructional aids to certified Boating Safety Instructors upon request. Materials include: Wisconsin Recreational Safety Education Volunteer Instructor's Procedures Manual, Teaching Boating Basics (an instructor guide), Boating Basics Student Packets (includes student manuals, safety pamphlets, and necessary paperwork), Wisconsin Boating Regulations, and various safety brochures and pamphlets.

Instructional aids such as videos, posters, charts, overheads, different types of PFD's, and other safety equipment may also be available. Contact your Recreational Safety Warden for additional instructional aids that may be available in your area.

E. SPECIAL CONSIDERATIONS - ON-THE-WATER ACTIVITIES.....Optional

Field course activities are optional, but instructors are encouraged to provide this valuable practical experience whenever possible. Field activities offer the student an opportunity to apply concepts learned in class to a simulated field experience. Practical experiences provide the instructor with an opportunity to evaluate how well the students have learned the material presented and also to identify students who may need additional assistance in developing safe, responsible boating skills.

Many instructors opt to conduct a "hands-on" sessions in which students are allowed to operate vessels under carefully controlled supervision. Always take these special precautions if the course involves students being on or near the water:

1. Everyone (students and instructors) must wear a properly fitting PFD when on or near the water. Students may bring PFD's from home but they should be inspected for serviceability.
2. Local emergency personnel should be notified of class time, place, and activities.
3. All vessels must be in good repair, currently registered and must be equipped with all required equipment. All equipment must be readily accessible.
4. One vessel and at least two experienced boat handlers should be on the scene and ready to act if assistance is necessary.
5. Adequate adult supervision should be provided.
6. If in doubt about the weather, do not leave shore.
7. A first-aid kit must be readily accessible.

F. LEGAL REQUIREMENTS

Wisconsin Statute 30.68(3), Operation by incapacitated person or minor.

- (a) No person in charge or control of a boat shall authorize or knowingly permit the boat to be operated by any person who by reason of physical or mental disability is incapable of operating such boat under the prevailing circumstances.
- (b) No person under the age of 10 years may operate a motorboat. Persons at least 10 and less than 12 years of age may operate a motorboat only if they are either accompanied in the boat by a parent or guardian or a person at least 18 years of age designated by a parent or guardian. Persons at least 12 and less than 16 years of age may operate a motor of any horsepower, but only if they are either accompanied by a parent or guardian or a person at least 18 years of age designated by a parent or guardian, or in possession of a certificate issued under s. 30.74(1). This paragraph does not apply to personal watercraft.
- (c)
 - 1. No person under the age of 12 years may operate, lease or rent a personal watercraft.
 - 2. No person who is at least 12 years of age but under 16 years of age may rent or lease a personal watercraft.
 - 3. No person who is at least 12 years of age but under 16 years of age may operate a personal watercraft unless he or she is in possession of a certificate issued under s. 30.74(1).
- (d) A violation of par. (b) or (c) done with the knowledge of a parent or guardian shall be deemed a violation of the parent or guardian, and punishable under s. 30.80.

Wisconsin Statute 30.74, Additional functions of department.

In addition to other powers and duties conferred upon the department relative to boating safety and the regulation of boating, the department shall:

- (1) Boating safety programs.
 - (a) Create comprehensive courses on boating safety and operation. These courses shall be offered in cooperation with schools, private clubs and organizations, and may be offered by the department in areas where requested and where other sponsorship is unavailable. The department shall issue certificates to persons 10 years of age or older successfully completing such courses.
 - (b) The fee for the boating education certification program shall be \$10.00. The department may authorize the instructors to retain up to 50% of the fee to defray expenses incurred locally to operate the program based on the actual cost incurred to the instructor. The remaining funds shall be turned in to the department to defray expenses incurred to operate the boating safety program during the year. The fees for certification of courses taught by the United States power squadron, United States coast guard auxiliary and other entities which are covered by a memorandum of understanding with the department regarding boating education courses shall be \$1.00
 - (c) Valid certificates issued by other states or provinces held by persons will be honored if the course content substantially meets that established by the department.

NEWS RELEASE

For further information contact:

Name _____

Address _____

Phone _____

BOATING SAFETY CLASS TO BE OFFERED

_____, a Wisconsin
DNR

(Name of Town)

(Name of Instructor)

Certified Boating Safety Instructor, invites all individuals interested in recreational boating to enroll in a

Wisconsin boating safety course. The course will be held each _____ at _____
(Day of Week) *(Time)*

beginning on _____, and ending on _____ at _____.
(Date) *(Date)* *(Location)*

The course is sponsored by _____.
(Name of Sponsor)

Anyone is welcome to attend a course but a student must be at least 10 years of age to receive a certificate. There is no maximum age, and parents and adults are also encouraged to enroll and participate.

Advance registration is requested. Please contact _____ at
(Name of Instructor)

_____, phone _____ for details. The course
fee
(Address) *(Instructor Phone Number)*

is \$10.00, which covers all necessary materials.

Persons successfully completing the course will receive a boating safety graduate certificate and a distinctive embroidered emblem. Young students certified will be able to operate a motorboat without a parent or guardian present at 12 years of age instead of 16. This course is required for anyone between 12 and 16 years of age who wish to operate a personal watercraft.

Classes will cover boating safety topics such as rules of the road, equipment requirements, rules and regulations, ethics, responsibility, and basic navigation. Boating can be fun when done properly. We need better educated boaters to protect the positive image of boating with the increased demands on our waterways.

STUDENTS WITH SPECIAL NEEDS MUST CONTACT THE INSTRUCTOR AT LEAST TWO WEEKS IN ADVANCE OF THE COURSE TO REQUEST SPECIAL ACCOMMODATIONS.

SNOWMOBILE SAFETY PROGRAM

A. ADMINISTRATION

The Snowmobile Safety program is administered by the Department of Natural Resources, Bureau of Law Enforcement. The Snowmobile Administrator has the main responsibility for program direction and consistency. The program is administered at the local level by the Regional Recreational Safety Warden and Conservation Wardens in each county. Your first contact should you have questions or problems, will be the Conservation Warden in your area, and secondly the Regional Recreational Safety Warden.

B. GOALS AND OBJECTIVES

The Snowmobile Safety Course was designed to promote responsible, ethical, safe and informed snowmobile use. Instruction is designed to instill a sense of courtesy and responsibility by making the students aware of their actions and the potential consequences of these actions. The course emphasizes the importance of laws and regulations and helps students understand their obligations to the environment, the resources, the landowner, other snowmobile users, their passengers, and themselves.

Course objectives are:

1. To reduce the potential for accidents, injuries and fatalities by teaching how snowmobiles work, safe snowmobile handling practices, safe riding positions and techniques, clothing and equipment needs, and survival and first-aid methods.
2. To teach students snowmobile laws and regulations and emphasize their importance.
3. To reduce the potential for conflict between snowmobilers, landowners, and other members of the public by promoting responsible and ethical behavior.
4. To promote safe, responsible, ethical behavior by developing respect for the environment and the resources.

Individuals who successfully complete a course are not expected to be proficient snowmobile operators but they are expected to have a good understanding of the responsibilities and consequences associated with snowmobile operation.

C. COURSE CONTENT AND REQUIREMENTS

A snowmobile safety certificate is required for operators who were born on or after January 1, 1985 who wish to operate their sled unsupervised on any public or private land not owned or leased by the operator's parent or guardian. Leased lands do not include lands leased by an organization of which said operator or the operator's parents or guardian is a member. In order to obtain a course completion certificate, coursework must be completed through the formal classroom instruction.

This manual is designed to aid instructors in conducting the formal Wisconsin Snowmobile Safety Course which is based on the Wisconsin Snowmobile Safety and You Manual. The manual reviews snowmobile basics including: names and parts of your snowmobile, maintenance and repair, driving your snowmobile, personal safety, winter survival, state snowmobile regulations, how snowmobiling affects the environment, and snowmobile courtesy and ethics.

Course Length: Minimum 8 hours conducted over a minimum of 2 days. Four two-hour classes are recommended. No one-day courses will be certified.

Course Fee: \$10.00 per student

Age Restrictions: Anyone is welcome to attend a course but a student must be at least 11 years of age to receive a certificate. Instructors must stress to those students who have not reached the age of 12 that they may not use their certificate and operate alone until they turn 12 years old.

Certification Requirements: Students must attend all portions of the class, score a minimum of 75% on the Wisconsin Snowmobile Progress Evaluation exam.

D. MATERIALS

The DNR provides materials and instructional aids to certified snowmobile safety instructors upon request. Materials include: Wisconsin Recreational Safety Volunteer Instructor's Procedures Manual, Snowmobile Safety and You Instructor Guide, Snowmobile Student Packets, and Wisconsin Snowmobile Regulations. Instructional aids such as videos, posters, charts, overheads, and safety equipment may also be available.

E. SPECIAL CONSIDERATIONS - HANDS-ON SNOWMOBILE OPERATION

Field course activities are optional; however, instructors are encouraged to provide practical experience whenever possible. Regardless of whether you conduct a field course or not, the parent should be encouraged to continue to provide training well after certification and should continue to monitor the student's progress. Your job and the class may be complete theirs is not.

During this opportunity the instructor should evaluate the student's performance in each of the following areas: attitude toward safety, self-control, judgment, and maturity. Parents should be advised of any difficulties the student encountered.

Special precautions will need to be taken for field operation:

1. Local emergency personnel should be notified of class time, place, and activities.
2. Everyone must wear a properly fitted helmet.
3. All snowmobiles must be in good repair, current registration and must be equipped with all required equipment.
4. At least two responsible adults should be on the scene to assist with supervision and to be ready to act if assistance is necessary.
5. A first-aid kit must be readily accessible.

Students should be encouraged to provide their own snowmobiles for this activity. Your local Conservation Warden or Recreational Safety Warden may have a snowmobile available for you to use also. Instructors are not required or encouraged to allow the use of their personal snowmobiles but if you do, the Department has a \$250 deductible personal damage protection policy available to cover damages to your snowmobiles used in your course. A Snowmobile Damage Insurance Coverage for Snowmobile Safety Instructors (Form 9200-101) must be completed and submitted to the Department prior to the use of the snowmobile.

F. LEGAL REQUIREMENTS

Wisconsin Statute 350.05, Operation by youthful operators restricted.

- (1) Age restriction. No person under the age of 12 years may operate a snowmobile unless the person is accompanied either by a parent or guardian or by a person over 18 years of age.
- (2) Snowmobile safety permit or operator's license required. No person over the age of 12 years but under the age of 16 years may operate a snowmobile unless he or she holds a valid snowmobile safety certificate or is accompanied by a person over 18 years of age or by a person over 14 years of age having a snowmobile safety certificate issued by the department. Any person who is over the age of 12 and under the age of 16 who holds a snowmobile safety certificate shall carry it while operating a snowmobile and shall display it to a law enforcement officer on request. Persons enrolled in a safety certification program approved by the department may operate a snowmobile in an area designated by the instructor.
- (3) Exceptions. This section does not apply to the operation of snowmobiles by an operator under the age of 16 years upon lands owned or leased by the operator's parent or guardian. As used in this section,

“leased lands” does not include lands leased by an organization of which said operator or the operator’s parent or guardian is a member.

- (4) Definition. For purposes of this section, “accompanied” means being on the same snowmobile as the operator.

Wisconsin Statute 350.055, Safety certification program established.

350.055 Safety certification program established. The department shall establish a program of instruction on snowmobile laws, including the intoxicated snowmobiling law, regulations, safety and related subjects. The program shall be conducted by instructors certified by the department. The department may procure liability insurance coverage for certified instructors for work within the scope of their duties under this section. Each person satisfactorily completing this program shall receive a snowmobile safety certificate from the department. The department shall establish by rule an instruction fee for this program. An instructor conducting a program of instruction under this section shall collect the instruction fee from each person who receives instruction. The department may determine the portion of this fee, which may not exceed 50%, that the instructor may retain to defray expenses incurred by the instructor in conducting the program. The instructor shall remit the remainder of the fee or, if nothing is retained, the entire fee to the department. A person who is required to hold a valid snowmobile safety certificate may operate a snowmobile in this state if the person holds a valid snowmobile safety certificate issued by another state or province of the Dominion of Canada and if the course content of the program in such other state or province substantially meets that established by the department under this section.

NEWS RELEASE

For further information contact:

Name _____

Address _____

Phone _____

SNOWMOBILE SAFETY CLASS TO BE OFFERED

_____, a Wisconsin
DNR

(Name of Town)

(Name of Instructor)

Certified Snowmobile Safety Instructor, invites all individuals interested in recreational snowmobiling to

enroll in a Wisconsin Snowmobile Safety Course. The course will be held each _____ at _____,
(Day of Week) (Time)

beginning on _____, and ending on _____ at _____.
(Date) (Date) (Location)

The course is sponsored by _____.
(Name of Sponsor)

Anyone is welcome to attend a course but a student must be at least 11 years of age to receive a certificate.

Instructors must stress to those students who have not reached the age of 12 that they may not use their certificate and operated alone until they turn 12 years of age. There is no maximum age, and parents and adults are also encouraged to enroll and participate.

Advance registration is requested. Please contact _____ at
(Name of Instructor)

_____, phone _____ for details. The course
fee
(Address) (Instructor Phone Number)

is \$10.00, which covers all necessary materials.

Persons successfully completing the course will receive a snowmobile safety graduate certificate and a distinctive embroidered emblem. Young students certified will be able to operate a snowmobile without a parent or guardian present at 12 years of age.

Classes will cover snowmobile safety topics such as pre-ride inspections, basic riding skills, safety features, protective gear, rules and regulations, ethics, responsibility, and handling outdoor emergencies. Snowmobiling can be fun when done properly. We need better educated snowmobilers to protect the positive image of snowmobiling in Wisconsin.

STUDENTS WITH SPECIAL NEEDS MUST CONTACT THE INSTRUCTOR AT LEAST TWO

WEEKS IN ADVANCE OF THE COURSE TO REQUEST SPECIAL ACCOMMODATIONS.

ATV RIDER SAFETY PROGRAM

A. ADMINISTRATION

The ATV Safety program is administered by the Department of Natural Resources, Bureau of Law Enforcement. The ATV Administrator has the main responsibility for program direction and consistency. The program is administered at the local level by the Regional Recreational Safety Warden and Conservation Wardens in each county. Your first contact should you have questions or problems, will be the Conservation Warden in your area, and secondly the Regional Recreational Safety Warden.

B. GOALS AND OBJECTIVES

The ATV Safety Training Program was designed to promote responsible, ethical, safe and informed ATV use. Instruction is designed to instill a sense of courtesy and responsibility by making the students aware of their actions and the potential consequences of these actions. The course emphasizes the importance of laws and regulations and helps students understand their obligations to the environment, the resources, the landowners, other ATV users, and themselves.

Course objectives are:

1. To reduce the potential for accidents, injuries and fatalities by teaching how ATV's work, safe handling practices, safe riding positions and techniques, clothing and equipment needs, and survival and first-aid methods.
2. To teach students ATV laws and regulations and emphasize their importance.
3. To reduce the potential for conflict between ATV riders, landowners, and other members of the public by promoting responsible and ethical behavior.
4. To promote safe, responsible, ethical behavior by developing respect for the environment and the resources.

Individuals who successfully complete a course are not expected to be proficient ATV operators but they are expected to have a good understanding of the responsibilities and consequences associated with ATV operation.

C. COURSE CONTENT AND REQUIREMENTS

At this time, an ATV safety certificate is only required for operators ages 12-15 who wish to operate an ATV:

- 1) Unsupervised on any land not under the management or control of the operator's immediate family,
- 2) Which is an implement of husbandry on any roadway.

In order to obtain a course completion certificate, coursework must be completed through the formal classroom instruction.

This manual is designed to aid instructors in conducting the formal Wisconsin ATV Safety Course which is based on the Wisconsin All-Terrain Vehicle Student Safety Manual. The manual reviews ATV basics including: names and parts of your ATV, maintenance and repair, driving your snowmobile, personal safety, state ATV regulations, how ATV operation affects the environment, and ATV courtesy and ethics.

Course Length: Minimum 6 hours conducted over a minimum of 2 days. Three two-hour classes are recommended. No one-day courses will be certified.

Course Fee: \$10.00

Age Restrictions: Anyone is welcome to attend a course but a student must be at least 11 years of age to receive a certificate. Instructors must stress to those students who have not reached the age of 12 that they may not use their certificate and operate alone until they turn 12 years old.

Certification Requirements: Students must attend all portions of the class and score a minimum of 75% on the Wisconsin ATV Progress Evaluation exam.

D. MATERIALS

The DNR provides materials and instructional aids to certified ATV education instructors upon request. Materials include: Wisconsin Recreational Safety Education Volunteer Instructor's Procedures Manual, All-Terrain Vehicle Student Safety Manual (Instructor Edition), ATV Student Packets, and Wisconsin ATV Regulations. Instructional aids such as videos, posters, charts, overheads, and safety equipment may also be available.

E. SPECIAL CONSIDERATIONS - HANDS-ON ATV OPERATION.....Optional

Field course activities are optional; however, instructors are encouraged to provide practical experience whenever possible. Regardless of whether you conduct a field course or not, the parent should be encouraged to continue to provide training well after certification and should continue to monitor the student's progress. Your job and the class may be complete theirs is not. Field activities offer the student an opportunity to apply concepts learned in class to a field experience. Practical experiences provide the instructor with an opportunity to evaluate how well the students have learned the material presented and also to identify students who may need additional assistance in developing safe, responsible ATV skills.

During this opportunity the instructor should evaluate the student's performance in each of the following areas: attitude toward safety, self-control, judgment, and maturity. Parents should be advised of any difficulties the student encountered.

Special precautions will need to be taken for field operation:

1. Local emergency personnel should be notified of class time, place, and activities.
2. Everyone must wear a properly fitted helmet.
3. All ATV's must be in good repair, registered and must be equipped with all required equipment.
4. At least two responsible adults should be on the scene to assist with supervision and to be ready to act if assistance is necessary.
5. A first-aid kit must be readily accessible.

Students should be encouraged to provide their own ATV's for this activity. Your local Conservation Warden or Recreational Safety Warden may have a ATV available for you to use also. Instructors are not required or encouraged to allow the use of their personal ATV's but if you do, the Department has a \$250 deductible personal damage protection policy available to cover damages to your ATV used in your course. A ATV Damage Insurance Coverage for ATV Safety Instructors (Form 9200-101) must be completed and submitted to the Department prior to the use of the snowmobile.

F. LEGAL REQUIREMENTS

Wisconsin Statute 23.33(5) Age restrictions; safety certification program.

- (a) Age restriction. No person under 12 years of age may operate an all-terrain vehicle unless he or she is operating the all-terrain vehicle for an agricultural purpose and he or she is under the supervision of a person over 18 years of age or unless he or she is operating a small all-terrain vehicle on an all-terrain vehicle trail designated by the department and he or she is accompanied by his or her parent. No person

who is under 12 years of age may operate an all-terrain vehicle which is an implement of husbandry on a roadway under any circumstances. No person who is under 12 years of age may operate an all-terrain vehicle on a roadway under the authorization provided under sub. (4)(d)6. under any circumstances. No person who is under 12 years of age may rent or lease an all-terrain vehicle. For purposes of this paragraph, supervision does not require that the person under 12 years of age be subject to continuous direction or control by the person over 18 years of age.

- (b) All-terrain vehicle safety certificate. A person who is at least 12 years of age but under 16 years of age may not operate an all-terrain vehicle unless he or she holds a valid all-terrain vehicle safety certificate or is accompanied by a person over 18 years of age. A person who is at least 12 years of age but under 16 years of age may not operate an all-terrain vehicle which is an implement of husbandry on a roadway under the authorization provided under sub. (4)(d)6. unless he or she holds a valid all-terrain vehicle safety certificate regardless if he or she is accompanied by a person over 18 years of age. A person who is at least 12 years of age but under 16 years of age may not operate an all-terrain vehicle which is an implement of husbandry on a roadway under the authorization provided under sub. (4)(d)5. unless he or she holds a valid all-terrain vehicle safety certificate regardless if he or she is accompanied by a person over 18 years of age. A person who is at least 12 years of age but under 16 years of age may not rent or lease an all-terrain vehicle. A person who is at least 12 years of age but under 16 years of age who holds an all-terrain vehicle safety certificate shall carry it while he or she operates an all-terrain vehicle and shall display it to a law enforcement officer upon request. Persons enrolled in a safety certification program approved by the department may operate an all-terrain vehicle in an area designated by the instructor.
- (c) Exceptions. Paragraphs (a) and (b) do not apply to a person who operates an all-terrain vehicle exclusively on land under the management and control of the person's immediate family. Paragraphs (a) and (b) do not apply to a person at least 12 years of age but under 16 years of age who holds a valid certificate issued by another state or a province of Canada.
- (d) Safety certification program established. The department shall establish or supervise the establishment of programs of instruction on all-terrain vehicle laws, including the intoxicated operation of an all-terrain vehicle law, regulations, safety and related subjects. The department may charge or authorize an instruction fee.

Wisconsin Administrative Code Chapter NR 64.09 Safety certification program.

The department shall establish a program of instruction on all-terrain vehicle laws, regulations, safety and related subjects. The program shall include the following:

- (1) Instructors certified by the department may conduct the program or the department may establish a correspondence-type course.
- (2) The department shall procure liability insurance coverage for certified instructors for work within the scope of their duties under this section.
- (3) Instructors conducting a course meeting standards established by the department are authorized to retain up to 50% of the instruction fee to defray expenses incurred locally to operate the instructional program.
- (4) The fee for the all-terrain vehicle safety certification program shall be \$10.00 per person.

NEWS RELEASE

For further information contact:

Name _____

Address _____

Phone _____

ATV SAFETY CLASS TO BE OFFERED

_____, a Wisconsin
DNR

(Name of Town)

(Name of Instructor)

Certified ATV Safety Instructor, invites all individuals interested in recreational ATV riding to
enroll in a Wisconsin ATV Safety Course. The course will be held each _____ at _____,
(Day of Week) (Time)

beginning on _____, and ending on _____ at _____.
(Date) (Date) (Location)

The course is sponsored by _____.
(Name of Sponsor)

Anyone is welcome to attend a course but a student must be at least 11 years of age to receive a certificate.

Instructor must stress to those student who have not reached the age of 12 that they may not use their certificate
and operate alone until they turn 12 years of age. There is no maximum age, and parents and adults are also
encouraged to enroll and participate.

Advance registration is requested. Please contact _____ at
(Name of Instructor)

_____, phone _____ for details. The course
fee
(Address) (Instructor Phone Number)

is \$10.00, which covers all necessary materials.

Persons successfully completing the course will receive an ATV safety graduate certificate and a distinctive
embroidered emblem. Young students certified will be able to operate an ATV without a parent or guardian
present at 12 years of age instead of 16.

Classes will cover ATV safety features, pre-ride inspections, basic riding skills, safety features, protective gear,
rules and regulations, ethics, responsibility, and handling outdoor emergencies.

STUDENTS WITH SPECIAL NEEDS MUST CONTACT THE INSTRUCTOR AT LEAST TWO WEEKS IN ADVANCE OF THE COURSE TO REQUEST SPECIAL ACCOMMODATIONS.

HUNTER EDUCATION PROGRAM

A. ADMINISTRATION

The Wisconsin Hunter Education Program is administered by the Department of Natural Resources, Bureau of Law Enforcement. The Hunter Education Administrator has the main responsibility for program direction and consistency. The program is administered at the local level by the Regional Recreational Safety Warden (see map on page 2) and Conservation Wardens in each county. Your first contact should you have questions or problems, will be the Conservation Warden in your area, and secondly the Regional Recreational Safety Warden.

B. GOALS AND OBJECTIVES

- To promote responsible, ethical hunter conduct, thereby improving the image of sport hunting.
- To emphasize the importance of game laws, habitat and wildlife management.
- To impart an awareness of safe gun handling procedures and reduce hunting incidents in the field.
- To familiarize students with hunting equipment, methods and skills to increase their enjoyment of the outdoors, and promote life long learning.

C. COURSE CONTENT

1. Hunting Heritage and History
2. Basics of Firearms and Firearms Safety
3. Responsibility
4. Wildlife Conservation
5. Wildlife Identification
6. Game Care
7. Survival and First Aid
8. Hunting Methods and Techniques
9. Rules and Regulations

D. COURSE REQUIREMENTS

- **Course length:** 10 hours. The course must be conducted for a minimum of 10 hours over at least 2 days.
- If a student completes the CD ROM course on their own, they are required to attend a specially designed field day and practical handling course. The written and field test are given to the student at that time. Pre-registration is required.
- **Course Fee:** Free
- **Student Age:** While students of all ages are welcome to attend the course, **try to limit participation to individuals who will turn 11 within six months of graduation.** Please note that Federal Law does not allow age discrimination because we are federally funded. It is important to remember that other states allow hunting for younger individuals, and therefore some students may need the course sooner than their 12th birthday. However, parents and students must understand the following:
 1. The course materials are written at the 8th grade reading level.
 2. Persons under the age of 12 may not hunt in Wisconsin.
 3. The free small game privilege may expire before the student turns 12.
 4. The antlerless deer privilege is only effective for the gun deer season immediately following graduation.
 5. The knowledge, skills, and abilities required in this program may not be appropriate for younger aged students.
- **Class attendance:** Students are expected to attend all classes. Keep in mind the minimum course length, and lessons that must be covered. Any allowable absences are at the discretion of the instructor and may vary according to the length of the course.
- **Test scores:** A minimum score of 75% on the written exam, and 80% on the field exam is required to

pass the course. (Instructors may not set their own test score standards.) (Students that meet the minimum scores or better on these exams, have attended at least 10 hours of instruction, and have met the instructors attendance requirements satisfy the program criteria for passing.)

- Student **Dismissals** for disciplinary reasons. See page 8 section C #4. (Dismissals must occur prior to exams.) (Obviously, cheating or disruption during exams are justifiable reasons for expulsion.)
- Minimum **number of 5 Students** per class.

E. MATERIALS

- The DNR will provide student manual, registration forms, test forms and patches to the instructor upon receipt of the Safety Course Registration card (form 8500-130).
- Audio visual aids such as videos, slides, transparencies are available through the DNR Film Library at no charge. The Video Order form (8500-78) can be submitted along with the Safety Course Registration card. Audio visual aids must be returned as soon as you are done using them. There are limited copies of these materials available and often, during spring and fall when most classes are conducted, someone is waiting for them.
- Firearms - each Regional Recreational Safety Warden has a limited supply of firearms available for instructor use. Please check with your R.S.W. for availability.
POLICY: All **firearms** brought to class by either students or instructors must be in good working condition, unloaded and enclosed within a case. **EVERY** firearm must be checked prior to entering the class.
POLICY: No **live ammunition** in the classroom.
- Other training aids - various items are distributed by the R.S.W. at the annual regional workshops.
- Lessons Plans - **All instructors are to use the lessons plans either approved or provided by the hunter education program** which follow the student manual.

F. FIELD DAYS / HANDS-ON TRAINING / RANGE RULES

Many instructors take students into the field to practice the skills that they have learned in the class room. These field days and range shooting opportunities are optional, but highly encouraged.

Live Firing **POLICY:**

1. Students must follow the commands of the instructor of the shooting range.
2. Students are required to wear ear and eye protection when either shooting or in proximity of the firing line.
3. All actions will be kept open until instructed to load and fire.
4. Muzzles of firearms must always be pointed down-range.
5. No persons are allowed forward of the firing line until the instructor gives the “go forward and / or check your targets” command.
6. All unfired cartridges on the range shall be immediately turned over to the range instructor. No live ammunition is to be kept by the students.
7. All malfunctions shall be immediately reported to the range instructor.
8. All fingers must be outside the trigger guard until the command to fire is given.

Field Day and Shooting Range Liability Coverage:

If you need a copy of the insurance policy to provide to the property owner please forward your requests to the hunter education administrator program assistant (608 / 266-2143) including the name and address of the property owner, legal description of the property, the dates, times, and list of activities you will be performing.

NEWS RELEASE

For further information contact:

Name _____

Address _____

Phone _____

HUNTER EDUCATION CLASS TO BE OFFERED

_____, a Wisconsin
(Name of Town) (Name of Instructor)

DNR Certified Hunter Education Instructor, invites all individuals interested in hunting to enroll in a

Wisconsin Basic Hunter Education course. The course will be held each _____ at

_____ (Day of Week) (Time)
beginning on _____, and ending on _____ at _____.
(Date) (Date) (Location)

The course is sponsored by _____.
(Name of Sponsor)

Students should turn 11 years old within six months of graduation to enroll. There is no maximum age, and parents and adults are also encouraged to enroll and participate.

Advance registration is requested. Please contact _____ at
(Name of Instructor)

_____, phone _____ for details. The course
fee (Address) (Instructor Phone Number)

is free for all individuals that wish to attend which covers all necessary materials.

Persons successfully completing the course will receive a basic hunter education graduate certificate and a distinctive embroidered emblem. Young students certified will be able to purchase a hunting license in any state, hunt alone (with parental permission) when they turn 14, hunt in season small game until March 31st of the following year, and shoot an antlerless deer with a regular deer license in specified deer management units in the upcoming season.

Classes will cover hunting topics such as hunting equipment and methods, rules and regulations, ethics, responsibility, first aid and survival, principles of wildlife management, and basic firearms knowledge and safety. Hunting can be fun when done properly. We need better educated hunters to protect the positive image and traditions of hunting not only for today, but for the future as well.

STUDENTS WITH SPECIAL NEEDS MUST CONTACT THE INSTRUCTOR AT LEAST TWO WEEKS IN ADVANCE OF THE COURSE TO REQUEST SPECIAL ACCOMMODATIONS.

BOW HUNTER EDUCATION PROGRAM

A. ADMINISTRATION (See Hunter Education Section I)

B. GOALS AND OBJECTIVES

- “To instill in bowhunters a responsible attitude and to assist them to adopt and follow an accepted behavior toward people, wildlife and the environment in which they hunt.” (IBEP Objective.)
- “Provide bowhunters with the fundamentals of good, safe, bowhunting and appreciation and respect for the environment they hunt and a desire to maintain the highest standards in the sport.” (IBEP Goal.)

C. COURSE CONTENT:

1. History of Modern Bowhunting
2. Responsibility & Ethics
3. Equipment
4. Field Dressing
5. Hunting Methods
6. Tree Stand Safety
7. Game Recovery
8. First Aid & Survival
9. Shot Placement
10. Rules & Regulations

D. COURSE REQUIREMENTS

- **Course Length:** 6 hours. The course must be conducted for a minimum of 6 hours over at least 2 days. There is one exception; an add-on bowhunter education course to a hunter education course. If a bowhunter education instructor wants to add on a bowhunter education course at the end of a basic hunter education course it must:
 1. be at least 6 hours additional time
 2. cover bowhunter education topics not covered in basic hunter education
 3. be submitted on the proper department forms (just as if it were a separate stand-alone course)
 4. be taught by a certified bowhunter education instructor
 5. require students to attend all classes in the add-on lessons
- **Course Fee:** Free
- **Student Age:** While students of all ages are welcome to attend the course, **it is our practice to limit participation to individuals who will turn 11 within six months of graduation.** Please note that Federal Law does not allow age discrimination because we are federally funded. It is important to remember that other states allow hunting for younger individuals, and therefore some students may need the course sooner than their 12th birthday. However, parents and students must understand the following:
 1. The course materials are written at the 8th grade reading level.
 2. Persons under the age of 12 may not hunt in Wisconsin.
 3. The knowledge, skills, and abilities required in this program may not be appropriate for younger aged students.
- **Class attendance:** Students are expected to attend all classes. Keep in mind the minimum course length, and lessons that must be covered. Any allowable absences are at the discretion of the instructor and may vary according to the length of the course. (No absences allowed if the course is an add-on. See course length above.)

- **Test scores:** A minimum score of 75% on the written exam. (Instructors may not set their own test score standards.) (Students that meet the minimum scores or better on the exam and have attended at least 10 hours of instruction have met the program criteria for passing.)
- Student **Dismissals** for disciplinary reasons. See page 8 section C #4. (Dismissals must occur prior to exams.)
- Minimum **number of 5 Students** per class.

E. **MATERIALS** (See Section E. Hunter Education)

F. FIELD DAYS / HANDS-ON TRAINING

Many instructors take students into the field to practice the skills that they have learned in the class room. These field days and range shooting opportunities are optional, but highly encouraged.

Field Day and Shooting Range Liability Coverage: (See Section F. Hunter Education)

NEWS RELEASE

For further information contact:

Name _____

Address _____

Phone _____

BOWHUNTER EDUCATION CLASS TO BE OFFERED

_____, a Wisconsin
DNR/

(Name of Town)

(Name of Instructor)

NBEF Certified Bowhunter Education Instructor, invites all individuals interested in bowhunting to enroll in a

Wisconsin Bowhunter Education course. The course will be held each _____ at _____
(Day of Week) (Time)

beginning on _____, and ending on _____ at _____.
(Date) (Date) (Location)

The course is sponsored by _____.
(Name of Sponsor)

Students should turn 11 years old within six months of graduation to enroll. There is no maximum age, and parents and adults are also encouraged to enroll and participate.

Advance registration is requested. Please contact _____ at
(Name of Instructor)

_____, phone _____ for details. The course
(Address) (Instructor Phone Number)
is free for all individuals that wish to attend which covers all necessary materials.

Persons successfully completing the course will receive a Wisconsin Bowhunter Education graduate certificate, which is also an NBEF / IBEP certificate, and a distinctive embroidered emblem. Young students certified will be able to purchase a bowhunting license in any state and hunt alone (with parental permission) when they turn 14. Adults that are certified can also purchase a bowhunting license in any State that requires bowhunter education.

Classes will cover hunting topics such as bowhunting equipment and methods, rules and regulations, ethics, responsibility, first aid and survival, game recovery, shot placement, and Treestand safety. Bowhunting can be fun when done properly. We need better educated bowhunters to protect the positive image and traditions of bowhunting not only for today, but for the future as well.

STUDENTS WITH SPECIAL NEEDS MUST CONTACT THE INSTRUCTOR AT LEAST TWO WEEKS IN ADVANCE OF THE COURSE TO REQUEST SPECIAL ACCOMMODATIONS.

CHAPTER 3 RESOURCE MATERIALS

I. THE LEARNING PROCESS

Learning is any change in behavior that takes place as a result of an educational experience. The change of behavior is commonly identified by the acquisition of new knowledge, new skills and new attitudes.

Of the three, attitude is the most important. All of the knowledge and skill in the world is of little value to a person with the wrong attitude. A person's attitude will determine whether or not the knowledge and skill will be used. What's even more difficult is that an attitude can't be taught - it must be learned and used by the student.

All instructors must understand the learning process. The instructor's job is to enhance the learning process and control what is to be learned. While teaching, the instructor must analyze and react to these questions:

- How do individuals learn?
- What are sound principles of learning that must be employed by the instructor?

A. INDIVIDUAL DIFFERENCES

Learning is an individual, not a group process. It is the responsibility of the instructor to recognize and understand these differences in a student and vary the teaching strategy (materials and methods) so effective communication can occur. In other words, actual learning is an interaction of the individual with the information, skill or attitudes which are presented.

Each student brings to the learning experience or classroom a different background in terms of age, motor skills, emotional and intellectual maturity, and attitude. Because of this, students learn at varying rates and at different levels of understanding. This can make learning difficult.

Some students may have certain learning, physical or behavioral disabilities which make comprehension difficult. Some students may have to relearn very little and others must begin at square one. A student's response and performance can often alert instructors to these individual differences. Handicaps may not be visible; therefore, identifying these differences may be difficult at times.

Recommendations: If time permits, use pretests, checklists, and questionnaires to seek out differing backgrounds and knowledge of students. Once you analyze and conclude your findings, split the class into groups of similar characteristics. If this is not possible, deliver your messages at the lowest student level of knowledge and experience.

Arrange lessons in logical order from the simple to the more complex and from the known to the unknown, in an orderly progression. Provide the students with repetition and restatement in a variety of ways. Allow the students to practice and re-practice newly learned ideas or skills.

B. LEARNING SKILLS

Educational psychologists generally identify three types of learning skills which relate to the learning styles. They are:

1. Psychomotor Skills - such as operating a boat or snowmobile, tying knots, handling firearms, opening/closing actions, etc.
2. Cognitive Skills - such as being able to understand and distinguish concepts such as conservation, carrying capacity, etc.
3. Behavioral Skills - such as a sportsman's responsibilities dealing with "unwritten laws" or ethics.

Of the three, psychomotor skills are easiest to teach. Skills which are "hands on" require demonstration and student participation -- but not much instructional time. The most difficult skills to teach are cognitive and behavioral skills - requiring more instructional time and participation to be effective.

C. LEARNING AND MOTIVATION

In order to effectively increase the probability of learning, selected principles of learning theory are suggested.

Motivation is probably the strongest single force in the learning process. The teaching role, then, is to become one of motivating students.

Motivation is my action or event that causes behavior to change. It is an inner force or drive that impels an individual to act in a certain way. Motivation isn't anything you can give another person. It is, instead, the environment and the condition which can be provided that ignites the motivation process.

Motivational forces include the following:

1. Enthusiasm, which is contagious.
2. Capitalizing on existing interest.
3. All students have certain basic physical and psychological needs which must be met.
4. Motivation which originates with the individual is more effective than that which is imposed externally. Self-imposed tasks tend to create more interest than do teacher-imposed tasks.
5. Reward that is more effective than punishment; positive more than negative.
6. External rewards that are sometimes necessary and effective in stimulating initial interest.
7. Immediate reinforcement of a desirable response that may be helpful.
8. A clear understanding of purpose that enhances motivation.
9. Varied teaching techniques and procedures that are effective in maintaining interest and motivation.

Students must feel a need and have a purpose or goal to learn a subject. Otherwise, they will forget quickly or never learn it initially.

In order to make the student want to learn, the instructor must:

1. Thoroughly know his/her subject.
2. Be able to communicate his/her knowledge and skill to the student.
3. Believe firmly in the importance of the subject to the student.
4. Exercise ingenuity on those not understanding or learning.

Recommendations: As an instructor you must supply the student with a purpose and a motive at the beginning of the class. It is up to the instructor to show that their lesson will satisfy the student's needs and answer the questions, "What am I going to learn?" and "Why should I learn it?" With student interest at a peak, their enthusiasm and motivation to learn should be high.

D. LEARNING BY ACTIVE PROCESS

Some people learn best by reading. Others remember what they hear and repeat out loud. Others learn and remember by handling items.

Most learn by doing, i.e. when they utilize all of their senses. Psychologists claim we learn 83 percent through sight; 10 percent through hearing; 4 percent through smell; 2 percent through touch; and 1

percent through taste.

Retention of information is 20 percent of what you hear; 30 percent of what you see; 50 percent of what you see and hear; 70 percent of what you say and hear; and 90 percent of what you say and do.

Retention levels are depicted through the cone of experience where concrete or real experiences comprise the greatest level of retention; abstracts or words (oral or written) comprising the least.

Recommendations: As an instructor, use the "multi-sense" approach. The use of a variety of teaching methods and materials (visuals) will insure stimulation of as many of the students' senses as possible.

E. LEARNING BY REPETITION

The more frequently the activity is repeated, the more quickly the activity will be mastered or learned. Learning is enhancement through drill and repetition of skill development followed by application of the skill in the field.

Recommendations: Introduce or summarize lessons with the recommended films. **Do not use videos to teach your class.** Utilize to the fullest extent the exercises at the end of each chapter.

F. LEARNING AND THE LEVEL OF CHALLENGE

Some students are worriers and others have little self-confidence in their abilities. Others thrive on stress or competition. Anxiety in either form affects learning.

The most effective effort is put forth by students when they attempt tasks falling into the so-called "range of challenge" - not too easy and not too hard, where success seems possible, but not certain.

According to some studies, students who experience too much criticism, failure and discouragement are likely to lose self-confidence and weaken their sense of growth.

Recommendations: Be warm and express personal interest in the student. Be patient and go slowly if necessary and be especially alert to individual responses, like eye contact, body language and other overt and covert messages from your students.

G. ATTENTION SPANS

Some students have short attention spans and are easily distracted from the lesson or tasks, while others can sit fully engrossed for hours. Allow time for the lesson to "sink in." Students need time in-between lessons to absorb new knowledge. Be aware that a student's attention span may not extend more than 15-20 minutes.

Recommendations: Variety helps any lesson. It is better to conduct two short lessons with a time interval, than try to cover too much detailed material in one long drawn-out lesson. Allow short breaks, and if possible, change instructors at least every 30 minutes. Remember, the mind can absorb only as much as the seat can endure.

H. LEARNING CHALLENGES

When offering a safety education course to the general public, it is very possible to encounter a variety of learning problems.

Some examples of learning problems include slow learners, nonreaders, persons who do not speak

English, hearing or sign disabilities, physical disabilities and wide variation of student age groups.

When instructing people with disabilities, create the least restrictive environment possible, adapt to individual needs, avoid separate programs, and exercise common sense and flexibility. In other words, be creative, positive, and recognize or reward individual efforts. Do not be a "showman." Let them do it.

These students are entitled to participate in the class as much as anyone else and we owe it to them to be as fair as possible when they are participating in a safety education class.

Many groups and/or specialists are willing to assist in aiding people with disabilities. Parents are also very helpful in attending classes with their children. Students are not to be failed because the instructor could not adapt to the students disability. Expertise is available for problem areas and must be sought out and utilized. (Contact your Recreational Safety Warden or the Safety Program Administrator if you need assistance in this area).

I. SUMMARY

- * Learning is any change in behavior that takes place as a result of an educational experience.
- * Attitude is most important, a person's attitude will determine whether or not the knowledge and skill will be used.
- * Learning is an individual, not a group process.
- * Students learn at varying rates and at different levels of understanding.
- * Some students may have certain learning, physical or behavioral disabilities which make comprehension difficult.
- * Arrange lessons in logical order from the simple to the more complex and from the known to the unknown, in an orderly progression. Provide students with repetition and restatement in a variety of ways.
- * The most effective learning results when initial learning is followed immediately by application.
- * Psychomotor skills, the skills easiest to teach are "hands on" which require demonstration and student participation, but not much instructional time.
- * The most difficult skills to teach are cognitive and behavioral skills which require more instructional time and participation to be effective.
- * Motivation is probably the strongest single force in the learning process.
- * Varied teaching techniques and procedures are effective in maintaining interest and motivation.
- * As an instructor you must supply the student with a purpose and a motive at the beginning of the class.
- * Most people learn by doing; retention of information is 90 percent of what one says and does.
- * Introduce or summarize lessons with the recommended films.
- * A student's attention span may not extend more than 15-20 minutes.

II. TEACHING METHODS

A. INTRODUCTION

Research has established that learning is more acceptable and retained for a longer duration of time if diverse methods of teaching are employed.

A composite of teaching methods or techniques include:

Actual/Direct	Games
Brainstorming	Guest Speakers
Case Studies	Lecture
Demonstration	Discussion/Questioning
Role Playing/Simulated Experience	Recitation
Visual Aids	Field Trips

A detailed description of the most widely used teaching methods is provided so the instructor can decide which will be most efficient in the transmission of a given piece of information. In planning any lesson, the "how" of the presentation is one of the greatest determining factors in the degree of understanding which will be achieved.

B. ACTUAL EXPERIENCE

In most cases, "learning-by-doing" is considered the most effective. Shooting is taught by having students shoot, the operation of water craft and snowmobiles is taught by having students drive these recreational vehicles. However, in these activities, because of safety considerations, there is a considerable amount of instruction which is given before student participation. Therefore, "learning-by-doing" may not always be the best instruction at first. Learning-by-doing does, however, increase the possibility of a successful experience for the student. Instructors should try to provide the opportunity for as much "hands-on" participation as possible.

C. SIMULATED EXPERIENCE

This type of instruction involves going through all the motions without actually doing them. It should always be followed by the actual experience when possible and it should come as close to reality as possible.

D. LECTURE

The lecture or "talking" presentation is the most difficult of all presentations to do well. Most instructors are not accomplished public speakers and their discomfort frequently shows. Most are more comfortable when they have something to do in addition to talking. In order to give a good presentation, very careful preparation is necessary. The best speakers are almost always in motion. Their voice inflection and body movement add emphasis and color to the presentation. Remember, the short presentation is the most difficult simply because it takes quite a refining process to cut away the time-consuming extra words and still get the idea across.

An outline is the simplest means for being sure all the points are covered. It ensures that the points are given in proper sequence and the presentation stays within the time limit. Even if the presentation is written in its entirety, underscoring key words and phrases helps to present the lecture without actually reading it.

In spite of constant reminders that teachers are not to lecture to their students, the technique has been grossly abused and consequently their students have suffered. If correctly used, it is functional

There is a difference between formal lecturing and informal lecturing or "teacher talks." The short lecture is advantageous in introducing a unit or summarizing a problem for study by providing information difficult for students to find, supplying motivation or sharing one's cultural experiences.

Lectures for young people should usually be a maximum of 15 or 20 minutes. The language should be clear and simple. Do not use words beyond the student's background, knowledge and skills. The student must understand if they are going to learn. Don't talk down to the students.

Lectures should not rehash textbooks or materials read for assignments. They should not contain discourses on trivial personal incidents. Avoid "war stories." "War stories" can, in some cases, highlight a teachable moment, however, instructors should use discretion and make sure the story is pertinent to what is being taught. A good rule to follow is to keep stories under two (2) minutes.

Teachers should announce their purpose at the beginning of lectures and then stick to the theme. Talks should be filled with verbal illustrations, which accent abstract ideas.

The long lecture should include a summarization.

Lecture Advantage

1. It is efficient
2. Large amounts of material can be presented in an organized manner.
3. It is suitable for any size group.
4. It can be used to encourage, stimulate, or inspire any group.
5. It can be adapted to teach most cognitive and effective subjects.
6. It allows the instructor to dominate the teaching situation.

Lecture Disadvantages

1. The lecture type instruction is not sufficient in itself to teach physical skills.
2. If the lecture is not properly prepared or delivered, no educational value results.
3. The lecture method restricts class participation.
4. The lecturer does not know whether the student has learned or not.
5. The entire burden of teaching falls on the instructor.

E. DRAMATIZATION/ROLE PLAYING/PLAY ACTING/SKITS

No matter what you call it, it's an excellent method of teaching and is only limited by the instructor's imagination. While it's a good means, those actually participating get much more from the experience than those observing it. You can use situations such as: crossing fences, putting on a life jacket, tying knots, applying first aid and role play asking a landowner's permission to hunt or snowmobile.

Role Playing Advantages

1. It is a dramatic way of presenting a problem and stimulating discussions.
2. It allows the students to play the part of a different personality.
3. It allows the student to learn by doing.
4. It allows the student to learn difficult tasks without the danger inherent in real-life situations.

Role Playing Disadvantages

1. Some students may not be able to act successfully in this type of situation.
2. Instructor control is very critical to success.
3. The students must have enthusiasm for the project.
4. It is not too effective before a large audience as the audience tends to inhibit the student.
5. Some subjects are not sensitive enough to be explored in this fashion by some students.

F. DEMONSTRATION

Demonstration draws still further away from actual student participation and is less effective than the technique previously mentioned.

However, with a large group it may be impossible to start off with personalized instruction which allows the student actual experience. The burden falls upon the instructor to make this type of presentation work by using as many senses as possible.

Demonstration shows the students how and gives them a basis for comparison when called upon to perform. The student is more likely to learn from this method than from either explanation or demonstration separately, so the instructor should explain as they demonstrate. Words, however, have to substitute for that part of the action or demonstration which is not readily visible.

Demonstration Advantages

1. It involves a great number of the student's senses.
2. Realism is present in the learning situation.
3. A procedure, technique or process can be shown to a large group prior to the student's working on the task individually.
4. A demonstration is usually a flexible paced method allowing the students time for questions or a repeat of the demonstration.

Demonstration Disadvantages

1. Materials must be available for the instructor to conduct the demonstration.

G. LEADING DISCUSSIONS AND ENCOURAGING STUDENT INVOLVEMENT

Safety education instructors must be knowledgeable in their field; further, they must have the skills to transmit the knowledge to students. One of these necessary skills is leadership. Good classroom leadership includes things such as:

- directing productive discussions
- controlling undesirable behavior
- promoting informed decision-making
- encouraging student involvement

1. Directing Productive Discussion - Suggestions for group discussions:

- a) Guide the discussion, but don't try to dominate the thinking of the group.
- b) Try to get all members of the class to participate; don't allow one or two students to answer every question or comment on every item.
- c) Keep the group moving forward; restate essential points. Beware of bogging down in details or "war stories."
- d) Watch for nonverbal cues. Are students listening? Often, quiet students will give physical clues that they would like to add something. Lack of eye contact, looking out a window, talking, etc.
- e) Keep specific objectives in mind. Develop questions to keep them "on track."
- f) Steer the class away from being dependent on the instructor for every thought and bit of information.
- g) Instructors should not let their personal opinions overshadow the class.
- h) Have the discussion come to a definite conclusion and summarize the points made.

2. Controlling Undesirable Behavior - Upon occasion, you may have to deal with a student who is trying to advance their own cause, or who is otherwise disruptive.

- a) If a disruptive individual begins to question you in nonproductive ways, they may be seeking attention. Give it to them. Comment "interesting point" and then suggest you meet after class

- to discuss it further.
- b) If a student is inattentive, direct a question to them about material just covered, or involve them in an activity.
 - c) Cultivate your own poise and control.
 - d) When dealing with negative attitudes, look for the cause.
 - e) In extreme situations of disruptive behavior, call a break for the class and discuss it with the "problem" student. If necessary, ask the student to leave.
3. Promoting Informed Decision Making - Challenge students to think by:
- a) Encouraging them to make decisions; brainstorm freely.
 - b) Helping them discover and examine available alternatives when faced with choices.
 - c) Helping them weigh the alternatives thoughtfully, reflecting on the consequences and costs of each.
 - d) Helping them examine repeated behaviors or patterns in their actions.
4. Encouraging Student Involvement - Some skills can promote group interaction.

Acceptance Skills:

Promote participation

Make people feel their responses are worthwhile.

Accept all responses in a non-judgmental manner.

Supporting Skills:

Support person having trouble expressing themselves.

Support persons who offer irrelevant comments.

Make the person feel like a worthwhile member

Encouraging Skills:

Encourage those who are reluctant to contribute to the discussion. Develop the feeling that each person contributes valuable thoughts and ideas.

Handling errors:

Avoid embarrassing students so that participation won't dry up.

Support the participation, not the incorrect answer.

Examples:

"Thank you, Bill, for your comment."

"Alright, Sue, any other ideas?"

Nodding your head in acceptance of response.

Examples:

"Go ahead, express it any way you can."

"How does your comment relate to the general topic?"

"Your comment relates to what John said."

Examples:

"Does anyone have anything to add to what has been said?"

"I'd like to hear from some of you who haven't said anything yet."

"Anymore ideas?"

"Has everyone had a chance to say what they think?"

Examples:

"Can you give us more information on what you just said?"

"Are there other points of view?"

"Maybe you could find out more about that later."

Another good technique is to give your class a challenging homework assignment. Make students think while away from the classroom, and then have some type of evaluation such as reporting findings back to the class.

H. QUESTIONING

The use of questions in teaching is a useful art or tool, and in the hands of a skillful teacher, serves numerous learning purposes. Good questions stimulate thought and encourage students to test themselves against the correctness and acceptability of ideas. Questions promote the aims of the lesson in a concise manner and encourage discussion. There are four categories of questions:

1. Recall - Narrow questions calling for fact and others involving rote memory. They are used at the lowest intellectual level. (Rote is a memorizing process using routine or repetition without full comprehension; unthinking repetition.)
2. Convergent - Question calling for the analysis and integration of given or remembered data. Problem solving and reasoning are often involved in this category.
3. Divergent - Questions calling for answers which are creative and imaginative and not entirely provable. Many different answers may be correct and therefore acceptable.
4. Value - Questions dealing with matters of value judgments and choice. These call for an opinion.

Within each method many variations are possible. Rarely does an instructor use one method to the exclusion of all others. The objectives of the instructor are important factors in the selection of the questions.

Recommendations:

1. Questions should be worded in clear, concise and suitable terms to fit the abilities and background of the students.
2. Questions should be prepared in advance so the instructor can place emphasis on major points of the lesson.
3. A friendly, informal, conversation manner of questioning encourages participation.
4. Do not be an inquisitor trying to find out what the student doesn't know.
5. Strive for involvement by distributing questions to all students. Don't allow a few students to dominate class interaction.
6. Do not select questions that require a one word or simple response.
7. Don't press the issue of a student's response to the point of embarrassment.
8. A good teaching technique for an inattentive student is to ask the student a question on what was just covered in class.

I. GUIDELINES FOR RESPONDING TO QUESTIONS AND COMMENTS

Use the following guidelines as you provide your responses.

1. Keep your responses brief. About 1-3 minutes is sufficient to respond to most information requests.
2. Do not allow yourself to be drawn into an argument. You cannot win. Acknowledge the difference of opinion, give your response and then conclude by asking for the next question.
3. Make eye contact with the questioner while he or she is asking the question and you are restating it. Once you have confirmation that the restatement is correct, break eye contact with that individual. Briefly re-establish eye contact at the end of the message then break it again to call on someone else.
4. Be firm about not spending too long responding to one request. Insist that others be allowed to ask their questions.
5. Admit your ignorance. If you do not know the answer, offer to find out and report to the individual.

Think about the kinds of requests for further information which people may make after your presentation. Plan your responses.

J. TEACHABLE MOMENT

The teachable moment is one of the most valuable teaching methods available to the observant instructor. It is one of those situations which arise unexpectedly in either the instructor or student which can be taken advantage of to learn.

A good example is when a student has a "misfire." An example of this occurs when a shotshell has no powder through an error in reloading. When the primer ignites, the shot comes out of the muzzle going 15 to 20 yards through the air. The teachable moment is pointing out to the students that chances are extremely high the wad is still in the barrel. Another example might be that the improper mix of gas and oil fouls spark plugs so boats or snowmobiles won't start. Illustrate how to clean and gap a spark plug. These moments occur in practically all classes. A good instructor should be constantly on alert to make use of teachable moments.

K. WORDS

The least effective of all teaching techniques is the use of words alone (oral or written). At the same time, there are moments when just talk, or written material, is the only means of communication available.

L. SUMMARY

- In planning any lesson, the "how" of the presentation is one of the greatest determining factors in the degree of understanding which will be achieved.
- In most cases, "learning by doing" is considered the most effective.
- The lecture or "talking" presentation is the most difficult of all presentations to do well.
- Careful preparation is necessary to give a good presentation.
- An outline is the simplest means for being sure all the points are covered in a lecture presentation.
- Lectures for young people should usually be a maximum of 15 to 20 minutes.
- Avoid "war stories." In some cases they highlight a teachable moment, however, instructors should use discretion and make sure the story is pertinent to what is being taught.
- Announce the purpose of the lecture at the beginning and stick to the theme.
- Summarize your lecture presentation.
- Role playing is an excellent method of teaching.
- Demonstration shows the student how and gives them a basis for comparison when called upon to perform.
- Exhibits are meant to give information and depend entirely on the ability of the viewer to understand visually.
- Good classroom leadership includes directing productive discussions, controlling undesirable behavior, promoting informed decision-making, and encourage student involvement.
- The use of questions in teaching is a useful tool, and in the hands of a skilled teacher, serves

numerous learning purposes.

- Questions promote the aims of the lesson in a concise manner and encourage discussion.
- The four categories of questions are recall, convergent, divergent and value questions.
- Questions should be prepared in advance and worded in a clear and concise manner.
- Keep your responses brief when responding to questions. Admit your lack of knowledge if you are unable to adequately answer a question.
- The teachable moment is one of the most valuable teaching methods available to the observant instructor and should be taken advantage of whenever possible.

III. TEACHING AIDS

A. INTRODUCTION

Teaching aids are anything contributing to understanding through the senses. They allow the senses to work together, and therefore, a significant improvement in retention and understanding occurs. They also allow actual participation and involvement on the part of the student.

Teaching aids create interest and attract the average person by adding zest and life to the classroom. A picture story will attract and be read by more people than one of straight prose. After initial interest, attentiveness needs to be maintained.

Teaching aids should support, supplement and reinforce the instructor. Effectively used, they motivate students and create a learning atmosphere. However, the actual teaching must be accomplished by the instructor.

From the instructor's standpoint, teaching aids are an excellent outline for the speaker to follow during presentation. If slides are in a proper sequence or charts in logical order, the oral presentation will be in proper arrangement.

B. GUIDELINES IN DEVELOPING TEACHING AIDS

The effectiveness of using teaching aids depends on the planning preceding the talk. Each teaching aid is suited to certain situations depending on audience size, age, background, complexity of information, budget, etc.

Certain steps should be followed in designing a smooth and effective presentation. They are:

1. Define what is to be learned or gained from this presentation.
2. Define the audience. Each individual in the audience reacts differently to the same message. What are their problems, goals, etc.? What is the composition of the audience (male/female, old/young), audience size and background. Remember, people become restless in a crowded room. Generally six square feet per person is desirable.
3. Determine your objectives. Be specific and make sure you have only one primary objective. Anything not bearing directly on the point being made can be distracting and may reduce learning.
4. Determine if the presentation is adaptable to teaching aids/techniques. Is movement important to the presentation? Is narration or commentary necessary to reinforce the message? Must the material be updated regularly? What is your ability?
5. Determine under what conditions the presentation will be given. Will the presentation be given indoors or outdoors? What are the acoustical qualities of the room (size and composition of walls)?
6. Determine your storing facilities. Is there a need for economy of space? Is there a place to store the material?
7. Determine if equipment is available for showing the presentation. Can you design the presentation to utilize existing equipment? Can you borrow it? If not available, do you have the budget to buy or rent?
8. Determine appropriate media.
 - a. Research and understand the most effective way to utilize your selected media.
 - b. Organize an outline. Simplify content to that which is needed to move students to a specific understanding. A teaching aid should represent one idea. Use the most important points as main headings. An outline will organize the presentation's logical points.
 - c. Select the teaching aid which will best visualize important points.
 - (1) In designing the teaching aid, don't design it to move faster than your students can absorb. Learning cannot be speeded beyond the natural rate of the capabilities of the class.
 - (2) Teaching aids should be of adequate size and excellent quality.
 - (3) Don't use too many teaching aids. Too many cause clutter. As a general rule, limit them

to approximately one-third of the class time, but never spend more than one-half of the class time viewing the teaching aids.

- (4) At times some additional media might need to accompany the original visual aid. Handouts, actual objects, charts, models, etc., should be handed out.
- (5) Repeat and reinforce. Each viewing adds to the knowledge or modifies the behavior, and makes the message clearer to a point.
- (6) Ask for action. End the teaching aids presentation by asking the students to take some form of physical or mental action.

C. TYPES OF TEACHING AIDS

The actual object being discussed is the best visual aid to use. However, there are times when the actual object isn't suitable for use. It may be too big, such as a shooting range or boat, or it may be too small, such as a round of ammunition. Live animals can't be brought into the room, but good slides can show characteristics for identification purposes.

Generally speaking, visual aids should be colorful, bold and simple; the CBS of teaching aids. Listed below are examples of teaching aids:

Active Graphics. Actual graphics include flannel boards, "hook and loop" boards, chalkboards, easel-pads, and bar graphs with movable bars.

These can be commercially or hand prepared before class or built up and put together as the talk progresses. The use of color and caricatures make active graphics more effective.

Chalkboards/Easel Boards. Chalkboards or easel boards are the most flexible of all training aids and are limited only by imagination and drawing ability. Complicated drawings should be prepared in different colors before class. Omit unnecessary details which will distract or confuse the students.

Mechanical Devices. There are many mechanical devices such as models and cutaways which are important teaching aids. It is usually left to the instructor's imagination to devise or to adapt this type and to help them teach, since few aids can be purchased.

Models can be used to increase or decrease the size of an object and to show working parts. For example, a model of a small object can be made large enough so everyone can see it from a reasonable distance. Models can be constructed so a segment can be removed, and they can be animated.

Static Graphics. Static graphics are usually the least effective teaching aid. They are maps, charts, graphs or photographs that have no movable parts. Again, keep them colorful, bold, simple and of appropriate size.

Charts. Charts are a specialized type of still picture. An example is an easel pad, which is inexpensive, and comes in different sizes and is easy to transport. Charts may be prepared in "flip chart" style right on the pad. It doesn't have to be a work of art to be effective. However, the lettering needs to be legible. A chart should be visible only when in use. This helps keep attention focused on the subject. When there are a number of items on the chart, it is desirable to cover the items with strips of paper and reveal the information as presented.

In using charts, care should be taken so they are high enough for the people in back of the room to see. The instructor should use a pointer to stay out of the line of sight.

Instructors should also face the class and not the charts. The same consideration applies to blackboards, screened projections and other aids.

Exhibits. Exhibits are static objects, or groups of objects without motion, which are meant to give

information. They depend entirely on the ability of the viewer to understand visually. While there is no explanation, the minimum requirement for exhibit materials is that they be labeled carefully. With the addition of an instructor to answer questions the effectiveness of an exhibit is increased. In many cases, students will ask questions in informal circumstances when they would not in a formal classroom environment.

D. USE OF VIDEOS IN THE CLASSROOM

Videos require as much of the instructor's time and attention as any other teaching aid. A video should not just be "shown" and should **never** be used to replace actual instruction. No more than four (4) videos should be used in a standard course. Very little information will be absorbed as a result of the instructor who uses a video as a "crutch" or as an opportunity to take a rest.

Every video should be previewed so the instructor is familiar with the content and can tell the class beforehand specific things to watch for. It is important to know how to set up and operate the equipment without interruption or distraction to the class. Video should be cued prior to the class make certain that the equipment is in good working order. Nothing is more disquieting than audio-visual equipment which breaks down in the middle of the class.

While the video is being shown, the light level in the room should be just dark enough for the picture to be seen but light enough so the instructor and class will still be in full view of one another. The sound level should be low enough for the instructor to be heard over the audio portion of the film at appropriate places, but loud enough for all to hear.

Review the video immediately with a question and answer session. Class discussion can bring it all together and learning can take place.

E. SUMMARY

- Teaching aids help the instructor teach a lesson or thought. The primary goal is to help the student learn.
- When planning a teaching aid, the instructor should attempt to design one that will do the best job, not one which is easiest to create.
- The aids which work best for the instructors are usually the ones they have designed, planned and created for themselves.
- The use of any aid, properly used with the subject, is better than the failure to use one.
- Throw away any aid or technique which doesn't do the job, even if it is your brainchild.
- The aid must be large enough to be seen and heard by the people in the back of the classroom.
- Does the aid fit your schedule? Are the necessary facilities available? Are there enough copies for everyone?
- Teaching aids are anything contributing to understanding through the senses.
- Teaching aids should support and reinforce the instructor.
- The effectiveness of using teaching aids depends on the planning preceding the talk.
- Certain steps should be followed in designing a smooth and effective presentation.

IV. LESSON PLANS

A. INTRODUCTION

A training program is the broad effort given to solve organizational problems. Lesson plans serve any number of purposes, and one of the major purposes is that of managerial control. Lesson plans are the information increments of the training program. These plans enable staff to determine what is being done to meet the broad objectives set by the organization. Serving as blueprints for what is being done at any given time in the teaching/learning system, they prevent duplication of effort. By simply following the blueprint, the assigned information can be covered by the instructor. Lesson plans assure that no facet of the subject is left untaught.

B. DEFINITION

Briefly described, a lesson plan is a document which sets forth the objectives to be attained in a single lesson, the content to be learned, the means by which the objectives are to be achieved, and the content acquired. It is more than just an outline of what instructors are to teach. It must also include how the facts, principles, concepts and skills are to be taught.

The purposes served by a lesson plan are:

1. To insure the instructor has considered all factors necessary for an effective lesson.
2. To guide the instructor in conducting learning activities; keep pertinent materials before him; assure smoothness, order, and unity in presentation; prevent the introduction of digressions, detours, and irrelevancies; and guard against the omission of essential materials.
3. To help the instructor maintain a constant check on his/her own activities as well as on the progress of students.
4. To standardize instruction for all training groups whether conducted concurrently or in different time frames.
5. To serve as a blueprint for substitute instructors.
6. To inform managerial personnel of what is being taught to students, and how it is to be presented.

Check the plan and facilities before each class:

1. Is the lesson plan the correct one and in good condition?
2. Check facilities, seating, vents, lighting, etc.
3. Assure that training aids are on hand and in proper order.
4. Assure that instructional material is on hand and ready.

C. PREPARATION

Preparing a lesson plan is hard work which requires organizational ability. There is no formula which will provide an instructor with a foolproof approach to lesson preparation. To prepare a sound lesson plan it is necessary to draw upon experience, observation, interviews and literature.

The instructor draws upon his/her experience for ideas, approaches, data and other background information. Experience suggests the appropriate strategy for teaching and helps in the development of case histories, anecdotes, and critical incidents related to the subject.

Experience is intended to include educational as well as actual experience as an instructor. The lack of experience as an instructor can partially be compensated for by observation, interview, and literature.

Many instructors are experts in their subjects. Being an expert does not mean that you cannot learn more about the subject. You should make it a practice to interview a representative number of those

currently working on the job. This is especially true of instructors who teach in several locations. Just talking to persons on the job gives an instructor an insight to the "local ground rules," and it may suggest good locally known case histories and anecdotes which relate the subject being taught to the local situation.

Books and outdoor magazines which pertain to the subject usually can help in the preparation of lesson plans. A review of literature is not a substitute for experience, but does function as reinforcement for experience and it assists the instructor in remaining current in subject matter.

D. REASONS FOR PREPARING

1. Coverage
 - aids in wise selection of material
 - insures material is completely covered
 - keeps the instructor pointed towards the goal
2. Sequence
 - insures material is organized
 - time control
3. Method
 - insures use of method planned
 - insures proper use of visual aids
4. Guide
 - refreshes memory of instructor, creates self-confidence
 - prevents duplication
 - standardizes all classes
 - administrative control
 - blueprint for substitute
5. Record
 - insures material is organized
 - time control

E. HOW TO PREPARE INSTRUCTIONAL MATERIAL

STEP ONE: DECIDE WHAT IDEAS TO TEACH

1. Prepare a realistic objective - "What do I want these particular students to know about my specific subject?"
2. The objective must fit the student based on their background, past experience and previous instruction.
3. The objective must be specific rather than general. Break the whole into parts. State exactly what you are to teach.
4. The objective must fit the teaching time available - "Can the subject be taught in the allocated time?"
5. The objective must conform to the overall mission of the unit. It must fit well with the previous, as well as the following instruction providing continuity and cohesiveness.

STEP TWO: DECIDE HOW YOU WILL TEACH THESE IDEAS

1. Your method will depend upon:
 - a. types of material, attitude, skills, knowledge
 - b. difficulty of material
 - c. thoroughness of material to be learned
 - d. the level of student's training based on their capacity and background
 - e. time allocated
 - f. equipment to be used
 - g. size of groups being taught
 - h. training site

STEP THREE: PREPARE A ROUGH WRITTEN OUTLINE ORGANIZING YOUR MATERIAL

Parts of an outline:

1. Introduction - Tell them what you are going to tell them.
Purpose
 - a. gain attention
 - b. motivate
 - c. state purpose or main ideas
2. Body-Tell them. Steps to be followed:
 - a. Consult and study all reference materials.
 - b. Analyze material to determine logical learning units. Organize the basic essential ideas into the several main ideas. Do not try to teach too many ideas in one lesson period.
 - c. Determine the sequence of presenting material, i.e.
 - (1) simple to complex
 - (2) known to unknown
 - (3) basic to abstract
3. Summary - Tell them what you have told them.
Purpose:
 - a. to remotivate
 - b. to re-emphasize main ideas by:
 - (1) repeating or restating in other words
 - (2) demonstration
 - (3) illustration
 - (4) use training aids
 - (5) ask questions

Precautions:

- a. Be brief and to the point.
- b. Do not introduce new material.
- c. Allow a question period.

STEP FOUR: PREPARE FOR THE FINAL PRESENTATION OF YOUR LESSON

Secure aids and facilities

Rehearse the lesson

F. THE LESSON PLAN

Standardization of lesson plans is helpful to the instructor. The lesson plan can serve as a guide when an instructor must be absent and it allows a substitute to develop a new lesson plan in time to conduct the course.

A cover page is necessary for lesson plans. The cover page usually contains the title of the lesson; the name of the instructor; the time required, date, location of class, size of class, nature of class materials needed, and the objectives.

Numerous formats are advocated for the development of lesson plans. The Four-Step Plan is an example. This plan consists of the following steps:

- | | |
|-----------------|----------------|
| 1. Introduction | 3. Application |
| 2. Presentation | 4. Testing |

Each of the elements should be included in the written lesson plan. To provide guidance in preparing a lesson plan, the elements will include examples of areas to be considered by the instructor.

1. Preparation
 - a. determine student's needs.
 - b. select and organize subject matter
 - c. determine which methods and techniques of instruction to use
 - d. do a task analysis
 - e. prepare or procure training aids
 - f. prepare instructional objectives
 - g. perform research and testing
 - h. practice sessions
2. Introduction
 - a. introduction of instructor
 - b. introduction of subject
 - c. attract student's attention
 - d. arouse student's curiosity
3. Presentation
 - a. motivate students to learn
 - b. present subject matter in logical, orderly, step-by-step sequence
 - c. utilize as many principles of learning as possible
 - d. obtain maximum student participation
4. Application
 - a. provide for immediate application if at all possible
 - b. can sometimes occur at the same or different times as means of application
5. Testing
 - a. determines effectiveness of instruction
 - b. serves to motivate student to acquire desired learning
 - c. emphasizes areas considered important by person designing test
 - d. assists in ranking students
 - e. locate areas where instruction has not been effective

G. SUMMARY

- One of the major purposes of a lesson plan is that of managerial control.
- Lesson plans assure that no facet of the subject is left untaught.
- A lesson plan is a document which sets forth the objectives to be attained in a single lesson, the content to be learned, the means by which the objectives are to be achieved, and the content acquired.
- Lesson plans must include how the facts, principles, concepts and skills are to be taught.
- Always check the lesson plan and facilities before each class.
- Preparing a lesson plan is hard work and requires the instructor to draw upon experience, observation, interviews, and literature.
- Follow the four steps described in this section when preparing instructional material.
- Standardization of lesson plans is helpful to the instructor. A lesson plan serves as a guide when an instructor is absent and allows a substitute to develop a new lesson plan in time to conduct the

course.

- When preparing a lesson plan, the instructor should consider preparation, introduction, presentation, application, and testing.
- The lesson plan need not be planned as though it were a publication for distribution. It is always in a state of growth and change. It serves as a guide to call the instructor's attention to necessary preparation and materials.
- Lesson plans remind the instructor of what to say and do; order of presentation, and time to be allotted. It refreshes the instructor's memory regarding the objectives of the lesson and assists in evaluating the effectiveness of the training.

V. STUDENT TESTING

As instructors for Wisconsin's DNR Safety Education Programs, evaluating or testing a student for comprehension is one of the most important and difficult tasks. Testing not only informs the instructor of the student's progress toward objectives, but keeps the students motivated. If the students know that they will be tested, they will make a more sincere attempt to pay attention and to learn.

A student's motivation should also come from an understanding of the objectives of the Safety Education Course in which they are participating. This is why it is so necessary to state the objectives before beginning instruction, explain how the objectives relate to the lessons being presented, and summarize at the conclusion what the students should have learned. "Tell them what you are going to teach them, teach them, and then tell them what you taught them." A student's performance on testing will also let the instructor know how well they accomplished this goal.

There are many different activities, informal and formal, which furnish instructors with information on a student's progress and development.

1. Informal -- These activities will allow an instructor to evaluate students quickly and continuously throughout the course. If the instructor discovers that an objective was not comprehended, there is time to cover the objective again.
 - a. Responses made to questions posed to the students during instruction.
 - b. Questions asked by the students.
 - c. Performance in field training, lab, or hands-on experiences.
 - d. The way in which the students listen.
 - e. The degree of involvement the students seek out or accept.
2. Formal -- These activities are the methods most often used to determine a student's final comprehension.
 - a. Written Tests -- Including pre-tests, quizzes, and final tests
 - b. Oral Tests
 - c. Practical Tests/Field Tests

Although written tests are available in each of Wisconsin's Safety Education courses, the use of practical or field tests is also highly recommended. These tests will allow the instructor to evaluate a student's progress by being able to observe how the student will think and perform in a simulated scenario. If the student has the chance to practice a learned skill or objective in a controlled environment, they will have a better chance of retaining that knowledge and applying it later in actual situations.

VI. PUBLIC SPEAKING

A. INTRODUCTION

One of a person's greatest assets is their ability to speak effectively. Many people have been handicapped and held back by their inability to stand up and express themselves. Not only on the job but in public life, the ability to speak effectively is a great aid in putting yourself across--"selling yourself and your ideas." The speaker especially will find that it is increasingly necessary to be able to speak to groups. One high official put it this way: "The man who cannot get up on his own two feet and put across his ideas to a group has no business being a speaker!"

You do not have to be a polished orator to be an effective speaker. You don't have to have a good voice, in fact, the more NATURAL you are in front of a group. The more you ACT LIKE YOURSELF, the better speaker you are going to be. A good speaker talks to a group in about the same manner that he/she would talk to one or two of his/her friends in a natural conversation. So start out by realizing that you are not going to have to become somebody entirely different when you rise to speak.

B. SPEECH ORGANIZATION

"A speech is a voyage with a purpose, and it must be charted." "The man who starts nowhere, generally gets there." Dale Carnegie.

Your speech must be organized into a logical sequence to be effective. After you have decided on your main idea or purpose, it becomes necessary to outline your presentation into an orderly arrangement.

There are three kinds of speeches - the speech you prepared, the speech you actually gave, and the speech you wish you'd given!

C. PREPARING TO TALK

The most important step in giving a speech of any kind is THOROUGH PREPARATION. Nothing you can do will be of more help in combating nervousness. Study the subject thoroughly - become a specialist in it - get all the background material you can find. As you do this, you will become enthusiastic about the subject, and eventually you may research to the point where you will actually be eager to deliver your speech.

Write out your speech completely if absolutely necessary - but DON'T TRY TO MEMORIZE IT, and DON'T PLAN TO READ IT WORD FOR WORD. A canned speech sounds like a canned speech, and under pressure the fellow who memorized a speech will be in trouble if he forgets a line. It is better to form your words as you think them out in front of the group. In order for your ideas to reach your audience, YOU'VE GOT TO BE THINKING OF WHAT YOU'RE SAYING. So if you write out your speech word for word, make a brief outline of it - THEN THROW THE WRITTEN SPEECH AWAY!

Use simple language. Short sentences will keep you from bogging down in grammar. "USE PLENTY OF PERIODS." Chop your sentences off clearly.

Don't run your sentences together with "and... and... and. "

Drive home your points with stories. People love to hear real life stories. Stories from your own life are best, but if necessary use stories of great men or stories you have heard or read. Humor is excellent, but the funny stories should be used to drive home your point, not just for humor alone. Use discretion and make sure the story is pertinent to what is being taught. Never use dirty or vulgar stories, even when the audience consists of a particular group of people.

Don't pass out literature or an outline of your talk until you have finished. If you do this first, the group will sit and read instead of listening to you.

Avoid trite or stale expressions, such as, "And so, as I said before...," "In other words...," " What I meant to say was...," Just say it and be done.

When quoting statistics or numbers, round out the figures. Instead of saying 11,964.73" say "about \$12,000." Comparisons mean much more than figures. It is much more meaningful to say, "It is like falling off a 3-story building," than to say, "It strikes the ground with a force of 4,500 foot-pounds. Quit while you still have their interest. Summarize your talk and finish up cleanly with a good punch line. Don't drag out the ending and finish up with "I guess that's about all I have to say." The sweetest words ever heard in a lecture are "in conclusion..... You will probably **find** that you have skipped or forgotten several things. Don't try to go back and add these things. The audience won't know the difference anyway.

Don't shoot the bull. Get down to facts. Hit the nail on the head. Get into your talk the way you planned it. "War stories" can, in some cases, highlight a teachable moment, however, use discretion and

make sure the story is pertinent to what is being taught.

Talk to the audience. Eye contact is one of the most important single things in making an effective talk. Personalize your talk by looking at various members of the audience for a moment as you speak, rotating your gaze around the room. Try to look at every person in the audience. When you must refer to your notes, glance down at them, then look at the audience as you deliver your remarks. Don't look at the ceiling or out the window. Don't look at your audience as a fuzzy blur. Actually see them. Look at them as warm, friendly, interested human beings. By looking at your audience you can catch reactions and change your tactics if necessary-Don't lean or slouch over the lectern. Don't sit on a table. Don't pace wildly back and forth, but do move occasionally. Otherwise forget how you appear, and think instead of what you are saying. "Mrs. Murphy, here's the idea." It's the idea that counts. If you are enthusiastic, if you warm up to your idea and sincerely try to put it across, you will accomplish the act of BEING NATURAL.

Gestures should be smooth, free and easy - natural. They are used to emphasize a point or to describe. Movement attracts. Don't be afraid to move away from the lectern or to use gestures. This puts life into your talk.

Don't conspicuously look at your watch. If you have to time yourself put your watch by your notes where it can't be seen.

Your voice should be natural, personable and conversational. Increase the power but not the pitch. Don't drop your voice toward the end of each sentence. Keep up the volume at all times, but vary the volume and pitch to avoid monotony. Change pace, too.

Learn to emphasize key words and phrases, even though you may think it sounds "corny" at **first**. Most people talk in a dull monotone - which puts an audience to sleep. Listen to good radio or television announcers. Study their voices. Practice keeping the same force and emphasis in your voice.

Personalize your talk by referring to members of the audience if possible. Ask questions and invite them to participate if appropriate. It's human nature for them to want to get into the act!

Use a chalkboard or other visual aids where practicable to outline or emphasize key points, to draw illustrations, or to show comparisons. This takes away the monotony of speaking alone, utilizes the sense of sight, and adds variety.

Some individuals find it helpful to write out a few lines of the introduction, just in case they find it hard to get started - those first few sentences are the tough ones. [Just write a few key words or phrases on your outline to keep you on track, carefully think through your summary, and you're off to a good start!] If there is danger that no table or lectern will be available on which to place your notes, your outline can be made on small index cards which can be held in the hand.

Practice your speech. Time it. Usually you will find it takes much longer to deliver than you figured. Fix clearly in your mind your opening and closing.

D. THE PRESENTATION

Your attitude is extremely important. Don't slouch or drag as you walk up to the speaker's platform. Force yourself to assume a confident, enthusiastic attitude. Enthusiasm is contagious. Tell yourself again that the audience wants to hear you, and assume that they are interested in you. Most important of all, there is no substitute for ABSOLUTE SINCERITY. You must be sold yourself to sell others!

A cheerful, friendly, attitude will open the doors to your listener's hearts. Smile. Control your nervousness by telling yourself to "take it easy." The fact that your knees are knocking and your heart is pounding will not be nearly as apparent to the audience as you think.

Now you are in front of the group. Stand up straight, pause for a moment looking at your audience in a friendly manner. (Don't make the mistake of starting to talk before you reach the platform.) Then start in with your opening remarks as planned.

E. COMBATING "STAGE FRIGHT"

Almost everyone has experienced the terror of "stage fright." Stage fright is FEAR - fear that when you rise to speak people will see your faults; fear of ridicule; fear that you'll make a mistake, fear that you won't do well.

The most important thing to remember is that this nervousness is PERFECTLY NATURAL.

Nervousness before rising to speak is a sign that you have the makings of a good speaker - the penalty you pay for being a race horse instead of a cow. Without this "charge" your speech would be pretty dull. Even great performers, with years of experience in front of the public, have this feeling of nervousness before a performance. Some great speakers deliberately "key themselves up" before a speech. Nervousness is a sign that you have a feeling of responsibility toward your audience.

When asked to make a speech, convince yourself that the people who asked you to speak want to hear you - that you are an HONORED GUEST. Assume that they are interested in you and that they will be interested in what you have to say. The audience wants you to do a good job, and they will be pulling for you, if you give them a chance.

Carefully prepared visual aids, such as charts, graphs, demonstration pieces, or pictures will help a lot when you are delivering your talk.

When the time comes to deliver your speech, dress neatly and conservatively in your favorite best clothes. Knowing that you are looking your best will help.

Remember, preparation is the greatest single factor in combating "stage fright."

F. SUMMARY

- * One of a person's greatest assets is their ability to speak effectively.
- * The more natural you are in front of a group and the more you act like yourself, the better speaker you are going to be.
- * The most important step in giving a speech of any kind is THOROUGH PREPARATION.
- * Use simple language and keep your sentences short.
- * Actual stories are useful when attempting to make a point
- * Use visual aids to make your presentation more interesting.
- * Project a confident enthusiastic attitude.